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ABSTRACT

This resource guide will assist school media specialists and professional educators in planning the modification of services, programs and facilities in order to comply with Federal law PL 94-142, which extends public education to all handicapped children. Section I, which is comprised of selections from a handbook of special education policies and procedures, includes a checklist of characteristics of exceptional children, outlines of referral and evaluation procedures and due process, and the legal criteria of exceptional children according to Georgia law. Section II lists national and state agencies that provide services for handicapped children. Section III discusses the role of the school media center in the education of exceptional children, including services to students and professional staff, modification of equipment, and bibliography of materials needed to support the special education program. Sections IV and V contain bibliographies of instructional media and programs for exceptional children, as well as materials to encourage understanding of these children by both professional staff and fellow students. (JAB)

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THE SEVENTH ANNUAL CONFERENCE

for

CONTINUING PROFESSIONAL DEVELOPMENT

SPECIAL PEOPLE

SPECIAL NEEDS

SPECIAL SERVICES

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FORWARD

The staff of the Department of Educational Media and Librarianship at The University of Georgia has spent many hours acquiring, examining and selecting information about PL 94-142, the exceptional student, and anticipated effects of the new law upon Georgia schools and the school media centers.

This booklet is the result of the combined efforts of members of the committee. It is the sincere hope of the committee that it will prove useful to public school library media specialists and the clientele they serve.

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January 1978

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PL 94-142 AND THE SCHOOL MEDIA SPECIALIST

Under the new federal law, PL 94-142, public education must be extended by September 1, 1978 to all handicapped children in the age ranges consistent with state attendance laws. Handicapped children are defined as those who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically handicapped or other health impaired, or children with specific learning disabilities.

There are about eight million handicapped children in the United States, which is about 11.9% of the total school population. The Georgia Association of Educators estimates that there are 151,000 students of school age in this state, which is 17.9% of our school population. (Georgia statistics also include the gifted student.)

It is expected that each teacher will work directly only with a small number of handicapped students. However, the school media specialist must be prepared to serve the handicapped both directly as students in the regular classroom and indirectly, through many channels of informational and instructional support.

First, the media specialist must become familiar with the provisions of the new law and prepare for its effects on the school media center. Information about the law and the state requirements should be available in the center for faculty use. Information about handicapped students and their needs should be available for faculty, parents, and all students. The media center facilities

must be adjusted so that the handicapped are provided access and can make use of all services available within the center. Instructional materials should be selected for the center and then matched to the handicapped learner's needs as part of the instructional role of the school media specialist. The media specialist must also be prepared to provide assistance for the special teachers who will be working with handicapped students outside of the regular classroom situation, such as the homebound.

THE SCHOOL MEDIA SPECIALIST SHOULD

- become familiar with the provisions of PL 94-142
- become cognizant of the characteristics of handicapped children
- provide information in the media center which will help the professional staff become more informed about PL 94-142
- provide sources of information in the media center about the characteristics of handicapped children and professional information about educating the exceptional student for the use of the faculty and parents.
- identify communtiy resources which will support the faculty and parents in educating exceptional children
- provide materials in the center which will help educate every child about handicapped and exceptional children
- provide materials which will help handicapped and exceptional children better understand themselves
- plan for the alteration of media center facilities so that all children can be equally served
- select materials and provide instructional assistance in matching appropriate materials to the educational needs of each student

The following materials about

PL 94-142

have been selected from

HANDBOOK:

SPECIAL EDUCATION
POLICIES AND PROCEDURES

prepared by

Debby Taylor

Northeast Georgia CESA

(Our thanks to Gloria Frankum,

Northeast Georgia CESA for

permission to reprint these pages.)

CHECKLIST:

CHARACTERISTICS OF EXCEPTIONAL CHILDREN

(A) HEARING IMPAIRED

___1 Frequently asks for things to be repeated (hears but doesn't understand)
___2 Has trouble understanding when teacher is not facing him
___3 Talks in a very loud or very soft voice
___4 Unusual voice quality or faulty pronunciation of many words
___5 Has frequent ear aches or running ear
___6 Chronic inattention
___7 Has hearing aid
___8 Hearing loss of about 65 decibels or more as indicated by audiometric examination
___9 Hearing loss of about 36-60 decibels as indicated by audiometric examination
__10 Academic retardation despite normal intelligence or high scores on non-verbal tests with low scores in verbal areas.
__11 Turns the same ear toward a sound he wishes to hear

(B) HOME AND HOSPITAL

___1 Physically restricted to home or hospital (potentially 30 days or more)
___2 Condition non-communicable
___3 Extended home or hospital convalescence

(C) SEVERELY DISTURBED

___1 Severely withdrawn, lives in own fantasy world which he prefers to real world
___2 Severely hyperactive, easily distracted, very short attention span
___3 Extremely defiant, negative, hostile toward teachers
___4 Finds great difficulty in relating to others - thus difficulty in working in groups, avoids contact with others
___5 Extremely destructive of property
___6 Has frequent and intense mood changes, is often upset by seemingly minor incidents, also may be very fearful and insecure.
___7 May have unusual habits such as turning in circles, wringing hands, or doing certain other things over and over
___8 Has very compulsive behavior patterns which interfere with daily activities
___9 Has extreme difficulty in tolerating others
__10 Unable to control his behavior - thus may have severe temper tantrums and other unacceptable classroom behavior
__11 May not talk at all or may talk to only certain people.

(D) BEHAVIOR DISORDERS

___1 Often fights or quarrels with others
___2 Actively avoids contact with classmates
___3 Often makes unusual or inappropriate responses
___4 Unhappy, depressed, cries easily

___5 Frequently inattentive, daydreams
___6 Pronounced mood changes - behavior unpredictable
___7 Self-conscious and easily embarrassed
___8 Frequently disobedient
___9 Negative - tendency to do the opposite of what is expected

(E). SPECIFIC LEARNING DISABILITIES

___1 I.Q. 90 and above
___2 Primary disability not emotional
___3 Poor coordination
___4 Short attention span
___5 Difficulty in following direction
___6 Lack of ability in recognition and production of forms and letters
___7 Normal capacity - irregular test patterns
___8 Educationally behind grade level
___9 Hyperactive

(F) SPEECH OR LANGUAGE IMPAIRED

___1 Cannot pronounce syllables clearly in most words
___2 Substitutes sound
___3 Omits sound
___4 Distorts sound
___5 Stutters
___6 Hoarse
___7 Too loud
___8 Too soft
___9 Nasal sound
__10 Not talking
__11 Poor sentence structure
__12 Limited vocabulary

(G) TRAINABLE MENTALLY RETARDED

___1 Learns at ¼ to ½ the rate of a normal child
___2 I.Q. between 30 and 50
___3 Poorly developed language
___4 Requires constant supervision
___5 Generally has poor motor coordination
___6 Employment prognosis: unlikely to maintain himself independently
___7 Slow in learning to walk, talk, feed himself and develop toilet habits

(H) VISUALLY HANDICAPPED

___1 Has great difficulty or is unable to use print as his reading medium
___2 Limited peripheral vision
___3 Eye irritations; e.g., constant watery eyes, red-rimmed, encrusted, or swollen eyelids, frequent headaches.
___4 Unduly sensitive to normal light levels
___5 Eyes irritable following prolonged close visual work
___6 Blinks excessively

___7 Holds written materials or objects excessively near or far from the eyes
___8 Frequently bumps into objects, particularly objects below his knees
___9 Frequently trips at curbs and steps
__10 Appears to view objects at an unusual angle
__11 Visual acuity better than 20/70 but appears to need special education services
__12 Visual acuity from 20/70 to 20/200
__13 Visual acuity of 20/200 or less in better eye after correction
__14 Eyes do not appear normal; i.e., constant involuntary eye jerks, eyes crossed, excessive eye blinds, etc.

(I) DEAF BLIND

___1 Both hearing impaired and visually impaired

(J) PHYSICALLY HANDICAPPED

___1 Poor motor control
___2 Uses wheel chair, braces, etc.
___3 Limited or difficult hand use
___4 Unsteady walk
___5 Difficulty or non-use of arms or legs
___6 Excessive drooling
___7 Labored or difficult speech
___8 Shaking or trembling of limbs
___9 Unusual eye movement
__10 Unusual size or shape of head
__11 Other condition, not thought to be cerebral dysfunction
list_____, _____, _____

(K) EDUCABLE MENTALLY RETARDED

___1 I.Q. between 50 and 70
___2 Learns at ½ to 3/4 the rate of a normal child
___3 Capable of eventually attaining accademic level of average fourth or fifth graders
___4 Difficulty in carrying out instructions
___5 Limited speech and language
___6 Difficulty with abstract reasoning tasks
___7 Achievement test scores two or more years below grade level (Lowest 25%)
___8 Frequently behaves inappropriately

(L) GIFTED

___1 Superior in vocabulary, accurate word usage, ability to generalize, abstract thinking, reasoning, etc.
___2 I.Q. above 125
___3 Scholastic achievement 2-4 years above that of child's peers
___4 Outstanding creative talent in performing, visual, and/or practical arts
___5 Ability to plan and initiate study
___6 Displays unusual or outstanding leadership ability

REFERRAL AND EVALUATION FLOW CHART

PREPARED BY DEBBIE TAYLOR

REFERRAL

Referral is made.

Principal signs referral and gives to local school coordinator.

A conference is held between local school coordinator and person making referral. A confidential referral is completed by these two people.

Parent(s) are made aware that a referral has been made and are asked to give written permission for psychological evaluation.

Signed form is returned to school with either consent or refusal.

TESTING

Hearing and vision screening is administered.

Screening instruments are administered.

Screening results and tests are given to psychologist.

Parents are informed of time and place of evaluation.

Tests are administered by psychologist and the psychological reports are written within 30 days of parental permission for testing.

STAFFING

Special Education Advisory Committee will review psychological information with parents(s) invited to be present.

Placement decisions will be made in line with State Guidelines.

The Committee will recommend the most appropriate educational program for the student.

Parents(s) will sign permission or refusal for the child to participate in special education program.

Individual Educational Plan (IEP) will be developed by the staff to determine the long-term educational goals for the student. Parent approval and signature will be secured for these annual goals.

Short term IEP's will be developed on a quarterly basis by those individuals teaching the student. Parental involvment is encouraged.

If parents do not agree with the recommendations or plans of the staff, they may request a meeting with the Hearing Review Board within 15 days of the staff meeting. The school system may also appeal to the Hearing Review Board concerning the parents' decision concerning student placement.

Due Process

The school system shall insure that all communications made to parents shall be in both English and the primary language of the home, if such primary language is other than English. Such communications shall be made, to the extent possible, in simple and commonly understood words.

Where the parents are unable to read in any language, all efforts shall be made to communicate orally.

All possible means of communication may be utilized in securing consent (e.g. oral, regular mail) and only as a last resort will certified mail be used.

An extensive narrative covering general provisions for due process may be found in the Comprehensive Plan.

1. Evaluation provisions

   All children who are considered for Special Education services shall have a comprehensive evaluation and unless otherwise specified in Section IV, Special Education Regulations and Procedures, the evaluation will include an individual psychological evaluation. All children referred as of July 1, 1977, shall be first screened for possible hearing and vision difficulties. Children considered for special education services in which behavioral or emotional components may be determining factors in education placement will have an individual psychological examination in addition to other assessments to determine their abilities and handicaps. The psychological evaluation would include an evaluation of cultural, language and adaptive factors.

   Children enrolled in special education programs will be comprehensively re-evaluated, including all educational and psychological assessments which were initially administered no later than three years after the last previous evaluation.

   A signed parental consent will be obtained before any child is singled out for any evaluation other than routine operations happening to all children in the school year.

   An extensive narrative concerning evaluation provisions may be found in the Comprehensive Plan.

2. Placement provisions

   No student shall be palced in a special education program until that student is the subject of a meeting of the Special Education Placement Committee which shall review all pertinent information and determine the appropriate program for that child.

   All children who are evaluated for possible special education services shall be subject to review by the placement committee. All children who are recommended by the placement committee to be placed in a special education shall have signed, informed parental consent on file within the school system before placement can occur.

   Preferably five school days after a child has been recommended for placement, but no later than 15 school days, the local school system shall send to the parents of the child a letter describing

the Committee recommendations, program designs and request for permission to place their child. An extensive narrative concerning placement provisions may be found in the Comprehensive Plan.

3. Hearing Process

A local Hearing Review Board shall be established for the purpose of impartially judging the initial admission, evaluation, placement decisions or confidentiality of the local Special Education Placement Committee.

Either the parents or local school system may file an appeal to the board when a conflict exists between the two parties.

An extensive narrative may be found in the Comprehensive Plan concerning the local hearing process.

The State Board of Education shall serve as the State Hearing Review Board or shall designate a review board for the purpose of impartially judging the decision of the local review board.

The decision of the State Hearing Review Board shall be binding on all parties unless an appeal to the appropriate court is filed.

If a due process hearing involves an application for initial admission to public school, the child shall, with parental consent be placed in the public school program until completion of the hearing process.

4. Surrogate parents

It is the responsibility of the school system in which a child resides to determine which children need a surrogate parent and to assign a surrogate parent. Criteria for selection are found in the Comprehensive Plan.

5. Confidentiality

Access Rights-Each school system shall permit parents to inspect and review as expeditiously as possible any personally identifiable data relating to their children which is collected, maintained or used by the agency. Upon request, parents may obtain copies of all data for a duplication fee; however, if they provide ample evidence of inability to pay such fee, the data will be provided free of charge. Access to such data, if requested, is the right of each parent and may not be denied by the agency due to physical limitations or geographical locations.

The system may presume that the parent has authority to inspect and review data relating to his or her child unless the system has been advised that the parent does not have the authority under applicable State law governing such matters as guardianship, separation and divorce.

Each system shall keep a record of parties obtaining access to data collected or maintained (except access by parents and authorized employees of the education agency), including the name of the party, the date access was given and the purpose for which the party is authorized to use the data.

If any record includes data on more than one child, the parents of those children shall have the right to inspect and review only the data relating to their child or to be informed of that specific data.

Upon request, each school system shall provide parents a listing of the types and locations of data collected, maintained or used by the agency.

Hearing Rights - A parent who believes that data collected or maintained is inaccurate or misleading, or violates the privacy or other rights of the child, may request the education agency which maintains the records to make amendments to the data.

The procedure to follow in making amendments to the data are found in the Comprehensive Plan.

Consent - Every effort shall be made to insure that (1) the parent has been fully informed of the information in his or her native language. (2) The parent understands and agrees in writing to the release of information and records and for what purpose and to whom such information and records shall be sent. (3) The parent understands that the granting of consent is voluntary on the part of the parent.

Signed informed parental consent shall be obtained before disclosure of data to anyone or in any manner other than (a) parents or eligible students or (b) school officials, including teachers within the local school system or legally constituted cooperating agencies; e.g., SED centers, CESAs, shared services, when access has legitimate educational purposes.

An extensive narrative regarding who may have legitimate access to confidential records is found in the Comprehensive Plan.

Safeguards - The superintendent, or an official designated by the superintendent, of each school system shall assume responsibility for assuring the confidentiality of any personally identifiable data.

All persons collecting or using personally identifiable data shall receive instructions regarding policies and procedures for use of data.

Each school system shall maintain, for public inspection, a current listing of the positions of those employees within the school system who may have access to personally identifiable data. This list should include teachers and administrators directly involved in the educational interest of the child and others as designated in writing by the principal under guidelines established by the local system.

Whenever educational records of a student are released, the local school (1) shall maintain a record of those who have had access to the educational records and for what purpose (except for teachers and administrators in the local school). (2) Shall provide access to these records to parents or eligible students. (3) Shall specify in writing that persons receiving such records shall not permit access by third parties without the written consent of the parent or eligible student.

Personally identifiable data utilized in making and maintaining placement in special education programs may be transferred to another school system or participating agency which the student plans to attend. The parent or eligible student shall be informed and, if desired, receive a copy of all information transmitted.

Requests for third party information; e.g., medical and psychological evaluations of private practitioners, should be directed to said third party.

Destruction of Data-Within five years after the data is no longer needed to provide educational services for the child, all personally identifiable data; i.e., name of child, child's parents, family members, address of the child, social security number or other characteristics of the child, shall be destroyed as it is related to placement of the child in a special education program. This does not preclude that a permanent record consisting of a student's name, address, phone number, grades, attendance record, classes attended, grade level and year completed may be maintained without time limitation.

Prior to destruction of data, reasonable efforts shall be made to notify parents of their right to be provided a copy of any data which has been obtained.

6. Non-Discriminatory Testing

Testing and evaluation materials and procedures used for the purpose of evaluation and placement of handicapped children are selected and administered so as not to be racially or culturally discriminatory.

Tests and evaluation materials are provided and administered in the child's native language or mode of communication unless it is clearly not feasible to do so.

An extensive narrative regarding Non-Discriminatory Testing may be found in the Comprehensive Plan.

Least Restrictive Alternative

To the maximum extent appropriate, exceptional children will be educated with children who are not handicapped.

Students will be placed in resource programs, modified self-contained programs, self-contained programs, or the TMR center according to their demonstrated needs and as recommended by the Placement Committee. Except for children assigned to the TMR center, children will be placed in any regular education classes in which it is indicated that they should have a successful experience.

An extensive narrative regarding least restrictive alternative may be found in the Comprehensive Plan.

Individual Educational Plans

1. An IEP will be developed and revised for every handicapped child by the beginning of each school year. Those students presently being served will have IEP's completed no later than October 1, 1977 for each child in FY 78. New student's IEPs will be completed within 30 days of recommendation for placement.

2. Long term goals of the IEP will be determined by the Placement Committee with the parent requested to be an active member.

3. Short term objectives will be determined by the teacher or teachers responsible for implementing the plan, the parents, the child when appropriate, and other special education personnel.

4. All IEPs will be reviewed annually at the end of the school year or more often if needed.

5. The IEP is an educational and related service plan and is not a binding contract if the child is not able to attain the projected goals. The school is, however, obligated to provide the services that are listed in the IEP.

6. Every effort will be made to involve parents in formulating the IEP. If a formal meeting is not possible, contact will be made by conferences, or telephone.

7. If parents cannot be involved in the above ways, records will be kept of the attempts made. A signed written waver will be obtained if possible.

8. If the parent has a communication barrier the school will take whatever action is necessary to assure that the parent understands the proceedings.

9. Documentation shall be provided that the parents have seen and understand their child's IEP.

10. Upon the request of the parents, a formal due process hearing shall occur.

11. The IEP will include the following information:
    a. A statement of the child's present educational and social levels.
    b. A statement of annual behavioral goals.
    c. A statement of short term measurable educational objectives to meet the annual goals.
    d. A statement of specific educational services needed by the child to meet his unique needs. This would include the type of P.E. program in which he will participate and any special instructional media and materials which are needed.
    e. The date when services will begin and the anticipated length of time the service will be given.
    f. A description of the extent to which the child will be able to participate in regular and vocational education programs.
    g. A list of positions of individuals responsible for implementation of the IEP.
    h. Objective evaluation procedures to determine at least annually if short term objectives are being achieved.

12. When a child is referred to a private school or facility, the local school will initiate a conference to determine the child's IEP. A representative of the private school will be requested to attend the conference, or if unable to attend will be involved in planning

through other means as individual conference or telephone calls. Copies of the IEP will be sent to parents, the private school and the local school system.

13. In service will be provided for special educators to develop adequate skills in writing IEPs.

INDIVIDUAL EDUCATION PROGRAM - LONG TERM GOALS

STUDENT_____ SCHOOL_____ DATE_____ COORD. OF IEP_____

COMMITTEE MEMBERS_____

PRESENT PERFORMANCE LEVEL_____

_____

REC. REGULAR CLASSROOM PLACEMENT_____ YEAR GRADE_____ AMOUNT OF TIME_____

Annual/Long Term Goals	Persons to Provide Service	Am't Time	Beg. Date	Review Date	Goals Reached

I have received the report and been informed of its contents:_____
(Parents Signature) (Date)

If you disagree with this document, you have the right to initiate a formal due process hearing.

CRITERIA OF EXCEPTIONAL CHILDREN
(according to Georgia law)

This criteria is intended to give the surveyor some guide in determining what type of child is included in each area of exceptionality. There will be children who will not meet each item in a given area of exceptionality. If the surveyor feels strongly after reviewing the child's record and case history that the child is exceptional, please complete a survey form.

Educable Mentally Retarded:

Criteria:
1. I.Q. 50-70 on previous test
2. Intellectual ability of approximately one-half to three-fourths that of the "average" child of comparable chronological age
3. Unable to think abstractly or handle symbolic materials
4. Unable to carry out directions
5. Has short interest and attention span
6. Lacks reasoning ability
7. Unable to work in groups or by themselves
8. Slow in all areas or repeated grade(s)
9. Poor school records 2-3 years behind in reading
10. Enjoys playing with younger children

Trainable Mentally Retarded:

Criteria:
1. I.Q. of 30-50
2. Intellectual ability of approximately one-third to one-half that of "average" child of a comparable chronological age
3. Unable to maintain themselves independently

Emotionally Disturbed:

Definition (Georgia State Department of Education): "An emotionally disturbed person is one who is unable to make or maintain a set adjustment to his everyday surroundings or to the forces within himself. The well-adjusted child is able to maintain a comfortable relationship between his inner self, others, and his environment. The problems of the disturbed child are often revealed in varying degrees of maladjustive reactions toward peers and authoritative figures, such as parents and teachers."

Criteria:
1. Child who lives in a chronic state of poor mental health
2. A pattern of maladjustment
3. Child that cannot adjust to classroom procedure
4. May have had trouble with the "law," destructive, truancy
5. Child who disturbs class, cannot sit still, and cannot concentrate on work may be emotionally disturbed
6. May be a discipline problem
7. Immature behavior
8. Feels inferior to youngsters his own age; extreme withdrawn
9. Excessive daydreaming

Visually Impaired:

Criteria:
1. 20/200 or less vision (not corrected)
2. One eye
3. Severely crossed eyes (not corrected)
4. Child you feel cannot see chalkboard from front desk
5. Child using or needing large-print books
6. Range of 20/70 to 20/200 in the better eye after correction
7. Blind
8. Use braille to read
9. Can read for only short periods

Hearing Impaired:

Criteria:
1. Child who asks for things to be repeated
2. Child who has trouble understanding when teacher is not facing him
3. Child with hearing aid
4. Child who talks loudly
5. Hearing loss of about 65 decibels or more
6. Unusual voice quality
7. Understands speech only when speaker is close

Gifted:

Criteria:
1. Shows superiority in vocabulary, accurate use of words, ability to make generalizations, abstract thinking, reasoning, etc.
2. Far above normal in intelligence and achievement
3. I.Q. above 125
4. Scholastic achievement three or four grades above children of the gifted pupils' age level
5. Consistently high scholastic grades
6. Ability to adjust well with his peers
7. Exhibits high degree of creativity in problem solving

Hospital/Home Instruction:

Criteria:
1. Has a medically diagnosed physical condition which is noncommunicable and restricts him to his home or a hospital for a period of time which will significantly interfere with his education
2. Serious medical condition

Multi-Handicapped:

Criteria:
1. Has two or more physical problems severe enough to interfere with his receiving all or a part of his education in a regular classroom.
   a. Deaf/Blind
   b. Deaf/Retarded
   c. Blind/retarded
   d. Blind or Deaf and Cerebral Palsy

Speech Impaired:

Criteria:
1. Speech deviates so far from the speech of others that it calls attention to itself, interferes with communication, or causes its possessor to become maladjusted
2. Disabilities may result from developmental, functional, and/or organic causes
3. Unintelligible speech
4. Unpleasant pitch and/or volume
5. Stutters
6. Articulation difficulties

Physically Handicapped
Orthopedically Impaired:

Criteria:
1. Poor motor control
2. Inability to travel without mechanical devices (canes, wheelchair, etc.)
3. Tires quickly

Note: Many physically handicapped children have a handicapping condition which may make them eligible for the category "Multi-Handicapped."

NATIONAL AND STATE
AGENCIES CONCERNED
WITH EXCEPTIONAL CHILDREN

AGENCIES CONCERNED WITH EXCEPTIONAL STUDENTS

Compiled by Joan Maki

The following listing of national and state agencies that provide services for or have an interest in the education of the exceptional student is not inclusive: rather it can be used as a beginning listing of agencies to which a library or media center could add other state, regional, and local agencies for reference purposes.

American Association on Mental Deficiency
5201 Connecticut Ave. N.W.
Washington, D.C. 20015

**Alexander Graham Bell Association for the Deaf
Dr. George W. Fellendorf, Executive Director
3417 Volta Place, N.W.
Washington, D.C. 20007

American Cancer Society
219 E. 42nd Street
New York, New York 10017

American Coalition for Citizens with Disabilities
Frank Bowe, Director
1346 Connecticut Avenue, N.W.
Suite 1124
Washington, D.C. 20036

American Diabetes Association
18 E. 48th Street
New York, New York 10017

Association for Children with Learning Disabilities
Jean Peterson, Secretary
5225 Grace Street
Pittsburgh, Pennsylvania 15236

**American Foundation for the Blind
Loyal Eugene Apple
Executive Director
15 West 16th Street
New York, New York 10011

**American Library Association
Adult Services Division
50 E. Huron Street
Chicago, Illinois 60611

American Speech and Hearing Assn.
9030 Old Georgetown Road
Washington, D.C. 20014

Chicago Association for Children With Learning Disabilities and the Physically Handicapped Child
Box 4451
Chicago, Illinois 60680

**Closer Look
National Information Center for the Handicapped
P.O. Box 1492
Washington, D.C. 20013

**Co-Ordinating Council for Handicapped Children
407 S. Dearborn, Room 1075
Chicago, Illinois 60605

**Council for Exceptional Children
William Geer, Executive Director
1920 Association Drive
Reston, Virginia 22091

**District of Columbia (Public Library of)
Washington, D.C. 20001

ERIC Clearinghouse on Handicapped and Gifted Children
See - Council for Exceptional Children

Epilepsy Foundation of America
1828 L. Street, N.W.
Washington, D.C. 20036

**Georgia Association for Retarded Citizens
1578 Phoenix Boulevard
Suite 8
Atlanta, Georgia 30349

Georgia Department of Education
Special Education Divisiion
State Office Building
Atlanta, Georgia 30334
(Ask for information about the former Area Learning Resources Center available through your Regional Resource Center.

**Georgia Regional Library for the Blind and Physically Handicapped
1050 Murphy Avenue, S.W.
Atlanta, Georgia 30310

**Georgia Retardation Center
Athens Unit
850 College Station Road
Athens, Georgia 30601

**Greater Kansas City Mental Health Foundation
600 East 22nd Street
Kansas City, Missouri 64108

**Human Resources Center
Albertson, New York 11507

Human Growth Foundation
John L. Hickley, President
28 Sylvia Lane
Plainview, New York 11803

**Institutional Library Services
Washington State Library
Olympia, Washington 98504

International Society for Rehabilitation of the Disabled
219 E. 44th Street
New York, New York 10017

**Library Information Center
Central Wisconsin Colony
317 Knutson Drive
Madison, Wisconsin 53704

**The Library of Congress
Division for the Blind and Physically Handicapped
Washington, D.C. 20542

Media Development Project for the Hearing Impaired
University of Nebraska - Lincoln
318 Barkley Memorial Center
Lincoln, Nebraska 68583

Mental Health Association, National Headquarters
Bryan O'Connell, Executive Director
1800 North Kent Street
Arlington, Virginia 22209

**Mid-Continent Public Library
15616 East Highway 24
Independence, Missouri 64050

Muscular Dystrophy Association of America
810 - 7th Avenue
New York, New York 10019

**National Association for Retarded Citizens
2709 Avenue E/East
P.O. Box 6109
Arlington, Texas 76011

National Association of the Deaf
Frederick Schrieber
Executive Director
814 Thayer Avenue
Silver Spring, Maryland 20910

**National Information Center on Educational Media (NICEM)
University of Southern California
University Park
Los Angeles, California 90007

National Deaf-Blind Program
Bureau of Education for the Handicapped
Room 4046, Donohoe Building
400 Maryland Avenue, S.W.
Washington, D.C. 20202

National Education Association
1201 16th Street, N.W.
Washington, D.C. 20036

**National Easter Seal Society
for Crippled Children and
Adults
Jayne Shover, Executive Director
2023 W. Ogden Avenue
Chicago, Illinois 60612

**National Institute on the
Gifted and Talented
Civic Center Tower Building
316 West Second Street
Suite PH-C
Los Angeles, California 90012

**New Readers Press
Division of Laubach Literacy
International
Box 131
Syracuse, New York 13210

**President's Committee on
Employment of the Handicapped
Bernard Posner, Executive Director
Room 636, Vanguard Building
1111 - 20th Street, N.W.
Washington, D.C. 20036

Public Affairs Pamphlets
381 Park Avenue, South
New York, New York 10016

*Public Library of Cincinnati
and Hamilton County
800 Vine Street
Cincinnati, Ohio 45202

*Quebec Association for Children
with Learning Disabilities
4820 Van Horne
Montreal, Quebec, Canada

*Rehabilitation Literature
2023 W. Ogden Avenue
Chicago, Illinois 60612

Secretary's Committee on Mental
Retardation
Department of Health, Education
and Welfare
Office of the Secretary
4513 North Building
330 Independence Avenue
Washington, D.C. 20201

(Special Education Instructional
Materials Center)
Southeast Learning Resources Center
Auburn University at Montgomery
Montgomery, Alabama 36109
(205) 279-9110 - Ext. 258

*Catalog Specail Education Materials, Inc.
An Affiliate of G. E. Miller, Inc.
484 South Broadway
Yonkers, New York 10705

*Special Learning Corporation
42 Boston Post Road
Guilford, Connecticut 06437

Specialized Office for Materials
Distribution
Indiana University
Audio-Visual Center
Bloomington, Indiana 47401

Spenser Public Library
John M. Haulahan, Director
Spencer, Iowa 51301

*The State Library of Ohio
65 South Front Street
Columbus, Ohio 43215

United Cerebral Palsy Association
66 E. - 34th Street
New York, New York 10016

U.S. Office for Handicapped Individuals
Clearinghouse on the Handicapped
338-D South Portal Building
Washington, D.C. 20201
Dr. Helga Roth, Chief

NOTE: ** These are sources who have responded to our request for free materials.
* Sources who list inexpensive materials

GEORGIA LIBRARY FOR THE BLIND
AND PHYSICALLY HANDICAPPED
STATE DEPT. OF EDUCATION
1050 MURPHY AVENUE, S.W.
Atlanta, Ga. 30310
(404) 656-2465

SUBREGIONAL LIBRARIES IN GEORGIA

Talking Book Center
Tri-County Regional Library
609 Broad Street
Rome, GA 30161
(404) 235-5561
GIST 231-6048 (Sadie Jenkins)

Talking Book Center
Southwest Georgia Regional Library
Shotwell & Monroe Streets
Bainbridge, GA 31717
(912) 246-3895 (Rebecca DeShozo)

Talking Book Center
South Georgia Regional Library
300 Woodrow Wilson Drive
Valdosta, GA 31601
(912) 244-0202
GIST 343-3405 (Meg Montgomery)

Talking Book Center
Chestatee Regional Library
Gainesville, GA 30501
(404) 532-3311 (Diane King)

Talking Book Center
Savannah Public Library
2002 Bull Street
Savannah, GA 31401
(912) 234-5127
GIST 361-2209 (Louise Jones)

Talking Book Center
Shurling Library
Shurlington Plaza
Macon, GA 31201
(912) 745-5813 (Rebecca Sherrill)

Talking Book Center
Cherokee Regional Library
305 S. Duke Street
LaFayette, GA 30728
(404) 638-2992 (Bob Manning

Talking Book Center
Oconee Regional Library
801 Bellevue Avenue
Dublin, GA 31021
(912) 272-5710
GIST 453-4266 (Nanette Woodard

Talking Book Center
Albany-Dougherty County Public Library
2040 Newton Road
Albany, GA 31701
(912) 439-4310
GIST 341-4321

Talking Book Center
Chattahoochee Valley Regional Library
Bradley Drive
Columbus, GA 31906
(404) 327-0211 (Crawford Pike)

Talking Book Center
Athens Regional Library
120 W. Dougherty
Athens, GA 30601
(404) 549-1760 (Pat Salas)

Talking Book Center
Augusta-Richmond County Public Library
902 Greene Street
Augusta, GA 30902
(404) 724-1871 (Gary Swint)

Talking Book Center
Brunswick-Glynn County Public Library
208 Gloucester Street
Brunswick, GA 31520
(912) 264-7360
GIST 365-7360 (Ruby Myers)

GEORGIA LIBRARY FOR THE BLIND AND
PHYSICALLY HANDICAPPED
SUBREGIONAL LIBRARIES IN GEORGIA
TENN.
N. C.
S. C.
ALA.
FLA.
GAINESVILLE
LAFAYETTE
ROME
ATHENS
ATLANTA
AUGUSTA
COLUMBUS
MACON
DUBLIN
SAVANNAH
ALBANY
BAINBRIDGE
VALDOSTA
BRUNSWICK

GEORGIA LEARNING RESOURCES SYSTEM

WHAT IS GLRS?

The Georgia Learning Resources System (GLRS) is a teacher support system for special educators and other professionals who work with exceptional children. GLRS is part of a nationwide network of Special Education Learning Resource Centers. Within Georgia there are 16 GLRS Centers coordinated by the Special Education Program of the Georgia Department of Education. They are located in Albany, Atlanta, Augusta, Cleveland, Columbus, Macon, Savannah, Scottdale, Vidalia, Ellijay, Griffin, Athens, LaFayette, Ambrose, Wrightsville and Newnan. Each center serves approximately 10 to 30 surrounding counties, enabling individuals to reach a center without traveling more than about 60 miles.

HOW CAN I USE THE SERVICES OF GLRS?

Any individual who works with exceptional children may use the services of GLRS. This includes teachers, administrators, teacher trainers, college students, psychologists, counselors, therapists, etc. Persons needing help should contact the closest GLRS Center for further information and begin taking advantage of the services and materials available for Georgia educators and the exceptional children they serve.

WHAT SERVICES DOES GLRS PROVIDE?

1. GLRS maintains an instructional materials center where special educators can preview and borrow materials. The collection includes diagnostic materials, teacher training and professional materials and child use instructional materials. Materials are loaned on a short-term basis to provide educational intervention for particular children, to be used by teachers for trial or preview or to help facilitate selection and purchase decisions.

2. GLRS provides in-service training through workshops and conferences on effective use of media and educational equipment, new teaching techniques and methods and innovative instructional materials. Every effort is made to provide workshops which directly relate to the identified needs or interests of each school system.

3. GLRS maintains a video-tape collection of outstanding special education workshops which have been conducted throughout Georgia. In addition, exemplary special classrooms can be videotaped. These tapes may be borrowed for workshops, in-service meetings or individual previewing.

4. GLRS sponsors various special projects to introduce innovative ideas and materials being used successfully with exceptional children across the nation. The Select-Ed Prescriptive Materials Retrieval System, Computer-Based Resource Units (CBRU), Educational Research Information Center (ERIC), Materials Analysis and Retrieval System (MARS) and the Master-Teacher Model are some of the educational innovations which GLRS has introduced to Georgia educators.

5. GLRS acts as an information interchange network. Information is disseminated to special educators about the various areas of exceptionality, about programs and services offered to exceptional children in Georgia and about meetings and conferences of interest to special educators.

6. GLRS provides information and referral for diagnostic services and educational planning for the severely handicapped child.

SPECIAL EDUCATION MATERIALS CATALOG

GLRS has available a Special Education Materials Catalogue which provides a union listing of materials which are part of the collection of the sixteen-center GLRS network. Each center maintains a collection of some of these materials and interloans between centers can be arranged.

GEORGIA LEARNING RESOURCES SYSTEM DIRECTORY

March 1977

Mrs. Katheryn B. Bush
State Coordinator, GLRS
Special Education Program
Georgia Department of Education
Atlanta, Georgia 30334
(404) 656-2425

LOCAL LEARNING RESOURCE CENTER PERSONNEL

Mr. Larry Aultman, Director
Southwest Center, GLRS
P.O. Box 1470
Albany, Georgia 31702
(912) 432-9151

Mrs. Martha Bauman, Director
West Central Center, GLRS
55 Savannah Street
Newnan, Georgia 30263
(404) 251-0888

Mrs. Leigh Boyles, Director
North Central Center, GLRS
North Georgia CESA
P.O. Box 657
Ellijay, Georgia 30540
(404) 635-5391

Mr. Jerry Cleveland, Director
North Georgia Center, GLRS
P.O. Box 546
Cleveland, Georgia 30528
(404) 865-2043

Mr. John Eckert, Director
Metro West Center, GLRS
Bolton Elementary School
2268 Adams Drive, N.W.
Atlanta, Georgia 30318
(404) 352-2697

Mrs. Gloria Frankum, Director
Northeast Georgia Center, GLRS
Northeast Georgia CESA
225 Fain Hall, University of Georgia
Athens, Georgia 30602
(404) 542-7675

Ms. Judy Harvey, Director
Metro East Center, GLRS
Robert Shaw Center
385 Glendale Road
Scottdale, Georgia 30079
(404) 292-7272

Mrs. Joan Holmes, Director
East Georgia Center, GLRS
Joseph Lamar Elementary School
907 Baker Avenue
Augusta, Georgia 30904
(404) 736-0760

Mrs. Willathea Jackson, Director
Metro South Center, GLRS
Griffin CESA
P.O. Drawer H
Griffin, Georgia 30223
(404) 227-0632

Dr. Richard Logan, Director
Middle Georgia Center, GLRS
Whittle Building
915 Hill Park
Macon, Georgia 31201
(912) 743-9195

Ms. Margie Oliver, Director
West Georgia Center, GLRS
1532 Fifth Avenue
Columbus, Georgia 31901
(404) 323-7075

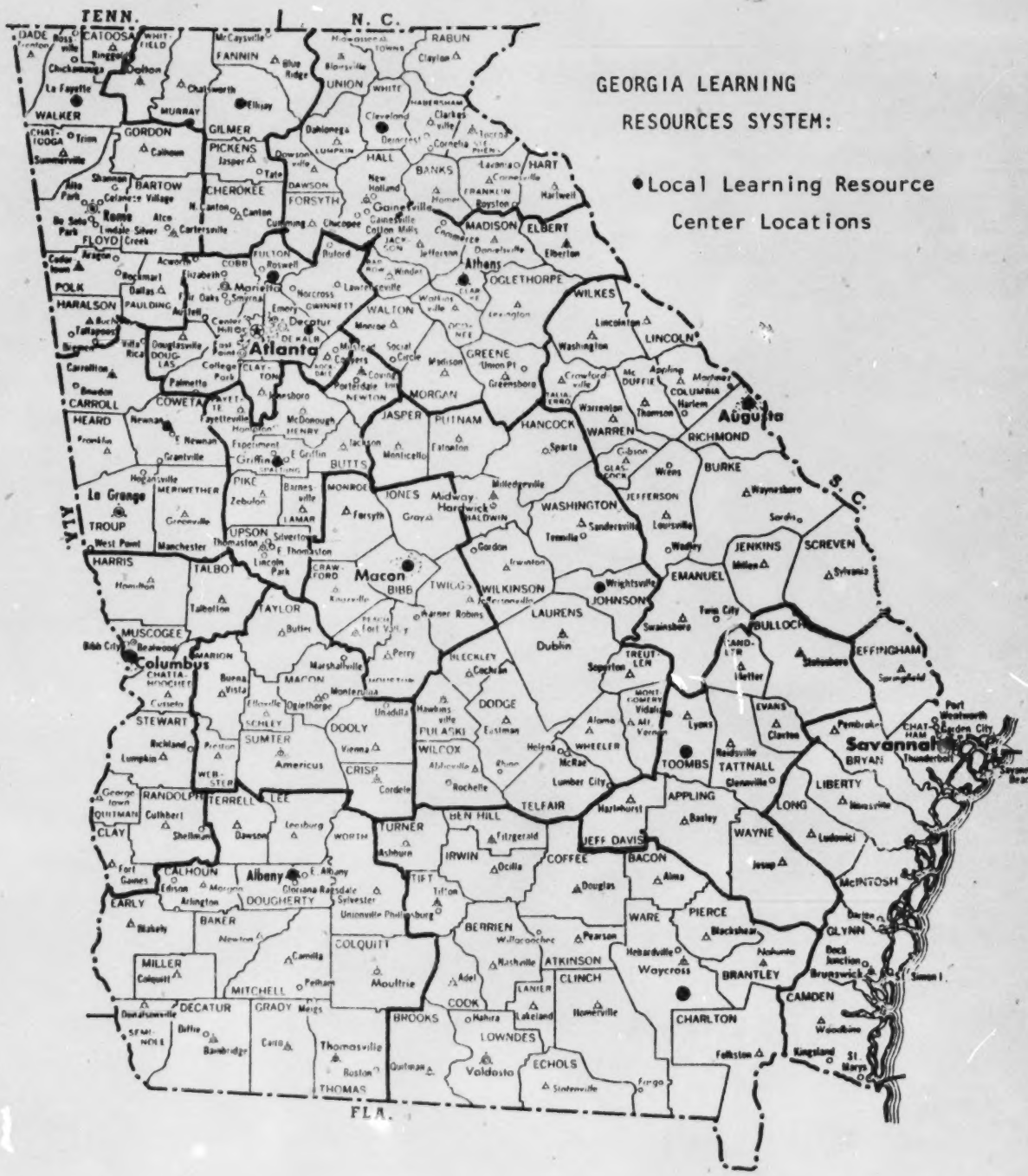
Mr. Joe Pullen, Director
Northwest Georgia Center, GLRS
Northwest Georgia CESA
P.O. Box 926
LaFayette, Georgia 30728
(404) 638-4603

Mr. Vince Richardson, Director
South Central Center, GLRS
Coffee County Educational Center
Paulk Elementary School, Route 1
Ambrose, Georgia 31512
(912) 384-0606

Ms. Nell Veale, Director
Coastal Area Center, GLRS
Chatham County Board of Education
208 Bull Street
Savannah, Georgia 31405
(912) 284-2541-ext. 307

Mrs. Marcia Vinci, Director
East Central Center, GLRS
Wrightsville, Primary School
Alabama Street, P.O. Box 275
Wrightsville, Georgia 31096
(912) 864-3246

Ms. Faye Waugh, Director
Southeast Center, GLRS
J. R. Trippe School
400 West Second Street
Vidalia, Georgia 30474
(912) 537-7797


GEORGIA LEARNING
RESOURCES SYSTEM:
•Local Learning Resource
Center Locations
TENN.
N. C.
S. C.
ALA.
FLA.
Atlanta
Athens
Augusta
Macon
Columbus
Savannah
Albany
Rome
La Grange
Waycross
Valdosta
Dublin
Statesboro
Thomasville
Douglas
Swainsboro
Vidalia
Lyons
Hazlehurst
Jesup
Brunswick
St. Simons I.
Tybee I.
Savannah Beach
Port Wentworth
Garden City
Thunderbolt
Pembroke
Claxton
Glennville
Reidsville
Metter
Sylvania
Millen
Waynesboro
Louisville
Wadley
Sandersville
Tennille
Wrightsville
Milledgeville
Eatonton
Madison
Monroe
Jefferson
Lincolnton
Washington
Crawfordville
Thomson
Harlem
Appling
Warrenton
Sparta
Gibson
Wrens
Louisville
Greensboro
Union Pt
Social Circle
Monroe
Lawrenceville
Norcross
Buford
Cumming
Gainesville
Cleveland
Clarkesville
Toccoa
Hartwell
Elberton
Lavonia
Carnesville
Franklin
Royston
Commerce
Jefferson
Danielsville
Blairsville
Hiawassee
Young Harris
Clayton
Rabun
Blue Ridge
Ellijay
Chatsworth
Dalton
Calhoun
Cartersville
Acworth
Kennesaw
Marietta
Smyrna
Roswell
Alpharetta
Milton
Fulton
Cobb
Douglas
Fayette
Coweta
Carroll
Heard
Troup
Harris
Talbot
Taylor
Muscogee
Chattahoochee
Marion
Schley
Sumter
Webster
Stewart
Quitman
Randolph
Terrell
Lee
Dougherty
Calhoun
Early
Baker
Miller
Mitchell
Decatur
Grady
Colquitt
Seminole
Thomas
Brooks
Lowndes
Echols
Lanier
Berrien
Cook
Irwin
Tift
Turner
Worth
Ben Hill
Telfair
Wilcox
Crisp
Dooly
Pulaski
Dodge
Bleckley
Laurens
Treutlen
Montgomery
Toombs
Tattnall
Evans
Bulloch
Jenkins
Screven
Emanuel
Johnson
Wilkinson
Twiggs
Bibb
Crawford
Monroe
Pike
Upson
Lamar
Meriwether
Troup
Spalding
Henry
Clayton
Fayette
Douglas
Cobb
Paulding
Haralson
Polk
Floyd
Bartow
Cherokee
Forsyth
Hall
Gwinnett
Walton
Morgan
Greene
Hancock
Warren
Putnam
Jasper
Newton
Rockdale
DeKalb
Butts
Jackson
Barrow
Oconee
Clarke
Oglethorpe
Madison
Elbert
Franklin
Hart
Stephens
Habersham
White
Union
Towns
Fannin
Gilmer
Pickens
Gordon
Murray
Whitfield
Catoosa
Dade
Walker
Chattooga
Floyd
Chattooga
Lumpkin
Dawson
Cherokee
Bartow
Gordon
Pickens
Gilmer
Fannin
Union
Towns
Rabun
Habersham
White
Stephens
Hart
Elbert
Madison
Oglethorpe
Wilkes
Lincoln
Columbia
McDuffie
Richmond
Burke
Jefferson
Washington
Glascock
Jefferson Davis
Coffee
Bacon
Pierce
Ware
Charlton
Camden
Glynn
Brantley
Atkinson
Clinch
Long
Wayne
Appling
Liberty
Bryan
McIntosh
Effingham
Bulloch
Candler
Treutlen
Montgomery
Toombs
Tattnall
Evans
Jenkins
Screven
Emanuel
Johnson
Wilkinson
Twiggs
Bibb
Crawford
Monroe
Pike
Upson
Lamar
Meriwether
Troup
Spalding
Henry
Clayton
Fayette
Douglas
Cobb
Paulding
Haralson
Polk
Floyd
Bartow
Cherokee
Forsyth
Hall
Gwinnett
Walton
Morgan
Greene
Hancock
Warren
Putnam
Jasper
Newton
Rockdale
DeKalb
Butts
Jackson
Barrow
Oconee
Clarke
Oglethorpe
Madison
Elbert
Franklin
Hart
Stephens
Habersham
White
Union
Towns
Fannin
Gilmer
Pickens
Gordon
Murray
Whitfield
Catoosa
Dade
Walker
Chattooga
Floyd

SERVING THE EXCEPTIONAL

STUDENT IN

THE SCHOOL MEDIA CENTER

"...abilities, not disabilities..."

Literature in the field strongly stresses that the exceptional are first of all children. Handicaps may be physical, cognitive or emotional, but these should be recognized as only a part of the total makeup of each child.

One excellent article, "There Are No Other Children," by Eliza Dresang emphasizes the humaness of exceptional children and the critical role the school media center can assume in meeting their educational needs.

Dresang points out that "All children need a sense of accomplishment and self worth [and that] a media specialist is in an ideal position to recognize and reinforce positive aspects of personality. ...Encouraging a feeling of self-worth and accomplishment in a child means allowing him or her to be as independent as possible." (Dresang, p. 21)

According to this author other major points for the school media specialist to consider are:

- A basic need of all people is to be able to communicate. Handicapped children often require inventive ways of communicating. Every avenue, even body language, should be used as a means of understanding the child.

- It is especially important not to get bogged down with traditional use of materials and equipment or with time honored rules and regulations which limit the freedom of certain children.

- The open unscheduled school media center is a perfect site for both informal and formal mainstreaming, since children at all levels of academic attainment and ability can work together.

- Only those materials which reflect accurate images of exceptionality should be selected for the school media center.

- Exceptional children should be exposed to the best in children's literature and artistry.

- The need for intellectual stimulation, support and motivation may be overlooked in exceptional children, since they often have so many other needs.

- With children who have some impaired learning ability it is crucial that the school media specialist and the classroom teacher coordinate activities and programs.

- The school media program should provide support for parents of exceptional children and encourage them to be involved in school activities.

- Exceptional children need to be convinced that the school media center is where they want to be.

The citation for this article and other sources of information about exceptional children and library services continue below.

BOOKS

Baskin, Barbara H. and Karen H. Harris, editors. THE SPECIAL CHILD IN THE LIBRARY. American Library Association, 1976. $9.00 (Selected journal articles about library/media programs and exceptional children.)

Strom, Maryalls G. LIBRARY SERVICE TO THE BLIND AND PHYSICALLY HANDICAPPED. Scarecrow, 1977. $12.00

PERIODICAL ISSUES

AUDIO-VISUAL INSTRUCTION. December 1976. Theme for this issue: Technology and the Exceptional Student

AUDIO-VISUAL INSTRUCTION. November 1969.

ILLINOIS LIBRARIES. September 1977. Theme for this issue: Media/ Information/Services for Exceptional Children

ILLINOIS LIBRARIES. September 1975. Theme for this issue: Special Library Services

TODAY's EDUCATION. September-October 1977.

TODAY'S EDUCATION. March-April 1976.

TOP OF THE NEWS. April 1969. Theme for this issue: The Exceptional Child and the Library.

JOURNAL ARTICLES

Alexander Elnora. "All Students are Exceptional." LEARNING TODAY 6: 30-35 (Spring 1973)

Baskin, Barbara. "Library Response to the Challenge of Mental Retardation: libraries in the therapeutic society." AMERICAN LIBRARIES 1: 65-68 (January 1970)

Bennett, Janet M. "The Library: the retarded person's alternative." CATHOLIC LIBRARY WORLD 45: 421-2 (April 1974)

Donahue, Barbara "The Mentally Retarded Enjoy Libraries Too." ILLINOIS LIBRARIES 56: 209-212 (March 1974)

Dresang, Eliza T. "There Are No Other Children." SCHOOL LIBRARY JOUR'AL 24: 19-23 (September 1977)

Edwards, Fern L. "Individual Access to Non-print Information for Deaf Students." CATHOLIC LIBRARY WORLD 46: 68-70 (September 1974)

Ehlinger, Clifford and Fleig, Gail. "Media Specialist and Special Educator - a partnership that works." AUDIOVISUAL INSTRUCTION 21: 20-22 (December 1976)

Fast, Betty. "Mediacentric." WILSON LIBRARY BULLETIN 52: 133-135 (October 1977)

Jay, M. Ellen. "Shape a New Environment for the Gifted." AUDIOVISUAL INSTRUCTION 21: 26-27 (December 1976)

Jensen, Joanne. "The Library and the Deaf Child." CATHOLIC LIBRARY WORLD 45: 426-427 (April 1974)

Harris, Karen and Baskin, Barbara. "The Exceptional Child - a challenge for librarians." LOUISIANA LIBRARY ASSOCIATION BULLETIN 37: 21-24 (Spring 1974)

Iffland, Carol C. "Mainstreaming." ILLINOIS LIBRARIES 58: 806-809 (December 1976)

Kamisar, Hylda and Pollet, Dorothy. "Those Missing Readers: the visually and physically handicapped." CATHOLIC LIBRARY WORLD 46: 426-430 (May-June 1975)

Limper, Hilda et al. "Library Service to Exceptional Children." TOP OF THE NEWS 26: 193-204 (January 1970)

Limper, Hilda. "Serving Mentally Retarded Children in Our Libraries." CATHOLIC LIBRARY WORLD 45: 423-425 (April 1974)

McCloskey, Harris C. "Education of Librarians for Work with Exceptional Children." TOP OF THE NEWS 25: 273-278 (April 1969)

McNamee, Marion. "The Mentally Retarded: challenge for librarians. CATHOLIC LIBRARY WORLD 47: 158-161 (November 1975)

Morris, Effie Lee. "Seeing the Handicapped Child." WILSON LIBRARY BULLETIN 38: 165-172 (October 1963)

Turner, Dorothy B. "Where it all Begins." LEARNING TODAY 6: 88-90 (Summer 1973)

Velleman, Ruth A. "The School Library in the Education of Handicapped Children." REHABILITATION LITERATURE 32: 138-140 (May 1971)

Velleman, Ruth A. "Serving Exceptional Children." SCHOOL LIBRARIES 20: 27-30 (Summer 1971

Young, Diana. "We Can Grow." SCHOOL LIBRARY JOURNAL 23: 44 (May 1977)

Ideas and Help, Too is a package of twenty-five ideas which have been successful for librarians serving children with handicaps. They are beginning ideas that require a desire to serve rather than expensive equipment. Compiled for a series of HELP workshops (Help Extend Libraries to People with Handicaps) held by The State Library of Ohio and Case Western Reserve University in February and March, 1976, the package is available for postage and handling charges of $1.75 from: The Accounting Department, The State Library of Ohio, 65 South Front Street, Columbus, Ohio 43215. Checks should be made payable to The State Library of Ohio.

Examples from HELP:

Akron-Summit County Public Library

We have a collection of paperbacks in signed English. They are similar to conventional paperback picture books, but the story is also given in hand gestures. They're not catalogued and we keep them in a box in our parents section. They're very popular, now, since parents have discovered them.

We selected our titles from the catalog of The National Association for the Deaf (Publications Division, 814 Thayer Ave., Silver Springs, Md. 20910). The titles we have include: The Baby's Animal Book, A Book About Me, I Want to be a Farmer, and Songs in Signed English. They cost about $2.50 each.

East Cleveland Public Library

For several years now, children from an institution for the mentally retarded have been visiting the library. On a regular basis, a group of about 15 come every other week, and stay about an hour. Their chronological ages range from 8-12 and their mental ages are about 4-6 years. We offer a varied program of stories, films, and music. We have best results with stories that are very animated, and have action and repetition. The films that work best are bright with lots of sound and don't rely on a train of thought. For music we have a collection of rhythm band instruments.

It takes a lot of time to plan a program for an active group like this, but it's a contact with the outside world for these children, and a very important public library service.

SCHOOL MEDIA FACILITIES AND EQUIPMENT:

MODIFICATIONS FOR THE HANDICAPPED

by Jane Terwillegar

"...it is important to remember it is
not the physical facilities or equipment
that make a good program."
M. Wilson, 1964

School equipment and facilities should be nonlimiting and present no barriers for the disabled (or even for the non-disabled). Barriers presently in existence should be removed to provide unlimited access for disabled students. However, it is also important to recognize that standard, unmodified school equipment may be utilized if carefully selected. Architectural modifications can often be inexpensively accomplished with careful thought and imaginative solutions.

Generally, extensive modifications and adaptations are not necessary in order for disabled children to function successfully in most school media centers.

POINTS FOR CONSIDERATION

- Carpeting should not have high pile, but be smooth, with an even surface.
- Floors should be cleared of all obstacles, such as door stops or raised outlets. Thresholds should be covered so they can be smoothly negotiated.
- No electrical cords should tangle on the floors or dangle from tables or study carrels.
- Interior and exterior steps must be modified with some type of ramp.
- Library stack areas should have aisles wide enough to accomodate wheelchairs. Thirty inches at least is essential, while four feet is the recommended standard width between shelves.
- Within space limitations and practical considerations, shelving should not go higher than five feet. Counter height (three foot) shelving is the most preferable.
- Some library tables and study carrels should be apronless so that students in wheel chairs can fit comfortably under them.

- The card catalog should be placed on a low sixteen inch base and catalog drawers should not go higher than counter height. (Lower bases can often be inexpensively built for existing card catalogs.)

- Electrical outlets should be conveniently located, within short, safe reaching distances.

- Equipment for student use should be located so that controls are readily accessible.

- Flooring should not be highly waxed or slippery.

- Doors should open easily and swing shut slowly.

- Storage equipment and containers for non-print materials should open simply and easily.

The best article about modifying school media center facilities has been written by Ruth Velleman. "Library Adaptations For the Handicapped" appeared originally in School Library Journal and has been reprinted in The Special Child in the Library edited by Baskin and Harris. The citation for this and other articles referring to facilities for the handicapped continue below.

BARRIER-FREE SCHOOL FACILITIES FOR HANDICAPPED STUDENTS. Educational Research Services, Inc., 1977 (1800 N. Kent Street, Arlington, Va. 22209) $7.00

Blackhurst, A.E. "Technology in Special Education - Some Complications." EXCEPTIONAL CHILDREN. 31: 449-456 (May 1965).

Educational Facilities Laboratories. ONE OUT OF TEN: SCHOOL PLANNING FOR THE HANDICAPPED. EFL, 1974. 25p. (Available from Educational Facilities Laboratories.)

Goddard, J. B. "Architectural Barriers." CALIFORNIA LIBRARIES. 68: 423-434 (Fall 1973).

Goldsmith, Selwyn. "Disabled People and the Use of Buildings--a Psychological Problem." REHABILITATION 69: 67-72 (April-June 1969)

Greco, Constance M. "Barred From the Library." AMERICAN LIBRARIES. 1: 908-910 (October 1970)

Kliment, Stephen A. INTO THE MAINSTREAM: A SYLLABUS FOR A BARRIER FREE ENVIRONMENT. Washington, D.C., American Institute of Architects, 1975. 50 p. (Available from Rehabilitation Services Administration, HEW, Washington, D.C. 20201.)

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June Cawthon
Library-Media Department

BIBLIOTHERAPY: A BIBLIOGRAPHY

Bibliotherapy is simply "healing with books." For the librarian to be able to prescribe the right book, she must be familiar with a large number of titles that are centered in problems common to young people and to know them well enough to detect their particular problems.

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PROFESSIONAL SHELF

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Birch, Jack W. Mainstreaming: Educable Mentally Retarded Children in Regular Classes. Leadership Training Institute, Special Education, University of Minnesota, 1974.

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AMERICAN ANNALS OF THE DEAF: published 6 times a year with issues in February, April, June, August, October and December. Conference of American Instructors of the Deaf, 5034 Wisconsin Avenue, N.W. Washington, D.C. 20016 $13.50 a year.

CHILDREN'S HOUSE: published bi-monthly except June and July. P.O. Box 111, Caldwell, New Jersey 07006 $6.00 a year.

DEVEREUX FORUM: Devereux Foundation, Devon, Pennsylvania 19333 Free upon request.

EDUCATION AND TRAINING OF THE MENTALLY RETARDED: published four times a year. Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 $12.50 a year (for non-members)

EXCEPTIONAL CHILDREN: published 8 times a year September through May, excluding December. Official journal of the Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 $20.00 a year.

THE EXCEPTIONAL PARENT: published 6 times a year. Psy-Ed Corporation, 264 Beacon Street, Boston, Mass. 02116 $10.00 a year.

FOCUS ON EXCEPTIONAL CHILDREN: published monthly except June, July, and August. Published by Love Publishing Company, 6635 East Villanova Place, Denver, Colorado 80222 $9.50 a year.

JOURNAL OF LEARNING DISABILITIES: issued monthly except June/July and August/September which are combined issues. 101 East Ontario Street, Chicago, Illinois 60611 $12.00 a year.

JOURNAL OF SPECIAL EDUCATION: quarterly. 111 Fifth Avenue, New York, N.Y. 10003 $18.50 a year.

JOURNAL OF SPEECH AND HEARING DISORDERS: published quarterly in February, May, August, and November. Printed by the Interstate Printers and Publishers, Inc., 19-27 North Jackson Street., Danville, Illinois 61832 $28.00 a year.

JOURNAL OF VISUAL IMPAIRMENTS & BLINDNESS: published monthly except July and August. Foundation for the Blind, Information Dept., Publications Division, Editorial and Business Office, 15 W. 16th St., New York, New York 10011 $11.00 a year. (This Journal succeeds NEW OUTLOOK FOR THE BLIND.)

MENTAL RETARDATION: bi-monthly. Official publication of American Association on Mental Deficiency, 5201 Connecticut Avenue, N.W., Washington, D.C. 20015 $22.00 a year (for non-members).

MENTAL RETARDATION NEWS: monthly except July and August. National Association for Retarded Citizens, 2709 Avenue E., East Arlington, Texas 76011. $3.50 a year.

THE POINTER: published 3 times a year, in the fall, winter and spring. Heldref Publications, 4000 Albemarle Street, N.W., Washington, D.C. 20016. $10.00 for institutions, $7.00 for individuals and $3.00 single copy price.

REHABILITATION LITERATURE: published monthly on the 15th of each month. National Easter Seal Society for Crippled Children and Adults, 2023 West Ogden Avenue, Chicago, Illinois 60612. $12.50 a year.

THE SOCIAL AND REHABILITATION RECORD: published 10 times a year. The official periodical of the Social and Rehabilitation Service, HEW. Order from Superintendent of Documents, USGPO, P.O. Box 1533, Washington, D.C. 20402. $6.40 a year.

TEACHING EXCEPTIONAL CHILDREN: published 4 times a year, Fall, Winter, Spring, and Summer. Published by the Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091. $12.50 a year for members, $3.50 single copy price.

NEWSLETTERS

ACLD NEWSBRIEFS; published monthly by the Association for Children With Learning Disabilities, 5225 Grace Street, Pittsburg, Pa. 15236 $3.60 a year.

AMERICAN FOUNDATION FOR THE BLIND NEWSLETTER; published quarterly in inkprint and braille by the Information Department of the American Foundation for the Blind, 15 W. 16th St., New York, New York 10011 free upon request.

APROPOS. National Center on Educational Media and Materials for the Handicapped, The Ohio State University, Columbus, Ohio 43210 free upon request.

BRAILLE INSTITUTE LIGHT; published by Braille Institute of America, Inc., 741 North Vermont Ave., Los Angeles, Calif. 90028 free upon request.

DEVELOPMENTAL DISABILITIES NEWS; published monthly by Missouri Department of Mental Health, Division of Mental Retardation-Developmental Disabilities, 2002 Missouri Blvd., Box 687, Jefferson City, Mo, 65101 free upon request.

FORECASTER - REGION 4; published by the Kansas City Regional Center, 610 East 22nd Street, Kansas City, Missouri 64108.

IN FOCUS; published by the National Association for Visually Handicapped, 3201 Balboa St., San Francisco, Calif. 94121 free upon request.

MISSOURI IMC NEWSLETTER; University of Missouri-Columbia, Missouri Instructional Materials Center, 515 South 6th Street, Columbia, Missouri 65201 free upon request.

PROGRAMS FOR THE HANDICAPPED; published monthly. Office for Handicapped Individuals, Department of Health, Education and Welfare, Room 3517, Switzer Building, 220 C. Street, S.W., Washington, D.C. 20201 free upon request.

QUASAR; published 4 times a year (February, May, August, and November) by The Jackson County Directions Service Center, 3640 South Noland Road, Independence, Mo. 64055 free upon request.

REPORT FROM CLOSER LOOK; The National Information Center for the Handicapped, P.O. Box 1492, Washington, D.C. 20013 free upon request.

SEEING CLEARLY; published by the National Association for Visually Handicapped 3201 Balboa St., San Francisco, Calif. 94121 free upon request.

UCPA ADVOCATE (United Crebral Palsy Association), 3914 Washington Street, Kansas City, Missouri 6411 free upon request.

THE EXCEPTIONAL STUDENT

PUBLIC LAW 94-142

AND APPROPRIATE INSTRUCTIONAL MEDIA

SOURCES OF INFORMATION ABOUT THE EXCEPTIONAL STUDENT,

PL 94-142 AND APPROPRIATE INSTRUCTIONAL MEDIA

by Jane Terwillegar

"If a truly appropriate education
is to be provided for each child,
teachers must be supported by a
technology that will permit them
to deal with a vast range of
individual differences."

W. Lance 1977

Under PL 94-142 public schools are responsible for providing all children a free and appropriate education. Given these requirements, public schools are now facing an influx of children with special learning problems. It must be recognized these children will add even wider variations in individual differences to public school classrooms.

Instruction will need to be highly individualized, following the specifications written in each student's Individual Education Program (I.E.P.). The task of helping teachers make, choose and use a variety of instructional media to meet these instructional needs is crucial to the success of the intent of this law.

The following articles have been selected as providing help in understanding exceptional learners, their instructional needs, the Individual Education Program (I.E.P.), and using instructional materials with these learners. Additional sources of information and materials are also included.

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Boland, Sandra K. "Instructional Materialism--Or How To Select the Things You Need," TEACHING EXCEPTIONAL CHILDREN. 8: 156-158 (Summer 1976)

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Cohen, Shirley. "Improving Attitudes Toward the Handicapped," EDUCATIONAL FORUM. 60: 9-20 (November 1977)

Diamond, Robert M. "Piecing Together the Media Selection Jigsaw," AUDIOVISUAL INSTRUCTION. 22: 50-52 (January 1977)

Gilbert, L. J. "Materials, Program Suggestions for Hearing-Impaired Children," SCHOOL MEDIA QUARTERLY. 4: 263-268 (Spring 1975)

Hasazi, Susan and Robert York. "Changing Concepts of Special Education," TEACHER. 95: 99-100 (September 1977)

Hunsicker, Marya. "When the Blind Begin To Read," SCHOOL LIBRARY JOURNAL. 97: 3817-3818 (November 15, 1972)

Jerrolds, Bob W. "Preparing Librarians To Help the Disabled Reader," WILSON LIBRARY BULLETIN. 50: 719-721 (May 1976)

Keller, E. "Principal Issues in PL 94-142; Education For All Handicapped Children," NATIONAL ELEMENTARY PRINCIPAL. 56: 80-82 (March 1977)

Kundert, James J. "Media Services and Captioned Films," EDUCATIONAL TECHNOLOGY. 10: 40-42 (August 1970)

Lance, Wayne D. "Learning Resource Systems For Special Education," THEORY INTO PRACTICE. 14: 90-98 (April 1975)

Lance, Wayne D. "Technology and Media For Exceptional Learners: Looking Ahead," EXCEPTIONAL CHILDREN. 44: 92-97 (October 1977)

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Lappin, Carl W. "At Your Service--The Instructional Materials Reference Center For the Visually Handicapped," TEACHING EXCEPTIONAL CHILDREN. 5: 74-75 (Winter 1973)

Lappin, Carl W. "The Instructional Materials Reference Center For The Visually Handicapped," EDUCATION OF THE VISUALLY HANDICAPPED. 4: 65-70 (October 1972)

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Mahaffy, C. T. "Expanding Limited Lives With Media," AUDIOVISUAL INSTRUCTION. 14: 34-35 (November 1969)

Marinoff, Shirley L. "When Words Are Not Enough--Videotape," TEACHING EXCEPTIONAL CHILDREN. 5: 66-73 (Winter 1973)

Nazzaro, Kristine. "The Flexibility of Media in the Open Classroom," AMERICAN ANNALS OF THE DEAF. 119: 587-588 (October 1974)

Norwood, Malcolm J. "Captioned Films For the Deaf," EXCEPTIONAL CHILDREN. 43: 164-166 (November 1976)

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Pfau, Glenn S. "Educating the Deaf Child," AUDIOVISUAL INSTRUCTION 15: 24-29 (September 1970)

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Pieper, Elizabeth J. "Preparing Children For a Handicapped Classmate," THE INSTRUCTOR. 84: 128-129 (August 1974)

Ray, Henry. "Media: A Decade of Change and Progress," AMERICAN ANNALS OF THE DEAF. 119: 602-604 (October 1974)

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Ryor, J. "Integrating the Handicapped; Education For All Handicapped Children, Act of 1975. TODAY'S EDUCATION. 66: 24-6 (September/ October 1977)

Schaefer, Florence, et al. "Projcet 'ME': A New Approach To Media in the Education of Learning Disabled Children," JOURNAL OF LEARNING DISABILITIES. 7: 76-86 (February 1974)

Schisgall, Jane. "The Creative Use of Multimedia (Or the Shape of Strings to Come)" TEACHING EXCEPTIONAL CHILDREN. 5: 162-169 (Summer 1973)

Smith, James O. "Model For the Development of Instructional Materials For the Handicapped," PEABODY JOURNAL OF EDUCATION. 54: 174-180 (April 1977)

Stolovich, Harole. "A Pocket Calculator Never Loses Patience," AUDIOVISUAL INSTRUCTION. 21: 19-20 (December 1976)

Sykes, K.C. "Print Reading For Visually Handicapped Children," EDUCATION OF THE VISUALLY HANDICAPPED. 4: 71-75 (October 1972)

Thigarajan, Sivasailam. "Coping With Misfits in the Classroom: Don't Panic," AUDIOVISUAL INSTRUCTION. 21: 28-29 (December 1976)

Torres, Scottie. A PRIMER ON INDIVIDUALIZED EDUCATION PROGRAMS FOR HANDICAPPED CHILDREN. Foundation For Exceptional Children, 1977.

DIRECTORIES

"Directory of Special Education Materials Producers," EARLY YEARS. 7: 55-60 (April 1977)

"Producers of Materials for Exceptional Children," TEACHER. 94: 119-122 (May 1977)

The National Center on Educational Media and Materials which was located at Ohio State produced many useful materials.

The following items may be ordered from

Ohio State University Press
2070 Neil Avenue
Columbus, Ohio 43210

Orders for less than $5.00 should be prepaid.

Oldsen, C. F., et al. INSTRUCTIONAL MATERIALS THESAURUS FOR SPECIAL EDUCATION, 3rd edition. National Center on Educational Media and Materials For the Handicapped, 1977. $2.00

NATIONAL CATALOG OF FILMS IN SPECIAL EDUCATION, compiled by the staff of the New York State Educational Department, Area Learning Resource Center, Albany, New York and the National Center on Educational Media and Materials For the Handicapped. First edition, 1977. $4.00

PUBLISHER SOURCE DIRECTORY, compiled by the staff of New York State Education Department, Area Learning Resource Center, Albany, New York and NCEMMH. 3rd edition, 1977. $3.00

Also look for the forthcoming publication of a NCEMMH project which features the comments of seventeen educators on the implementing of PL 94-142 and the implications for the use of instructional technology. It is being distributed in limited quantities by NCEMMH during 1977 and will be published by Educational Technology Publications soon.

Heinich, Robert and S.C. Ashdcroft, editors. INSTRUCTIONAL TECHNOLOGY AND THE EDUCATION OF ALL HANDICAPPED CHILDREN. Educational Technology Publications, 1978. (price not available)

The following filmstrip/cassette kits may be ordered from;

National Audiovisual Center (NAC)
General Services Administration
Sales Order Desk
Washington, D.C. 20409

I LIKE THE OVERHEAD PROJECTOR BECAUSE... NCEMMH, 1977. (Price unavailable) Order no. NAC 010260

One color filmstrip, 56 frames; one twelve minute audiocassette (audible or inaudible signals), one sixteen page booklet.

This filmstrip/cassette kit is designed to offer ideas to teachers which will give students the opportunity to exercise their visual creativity.

PATCHWORK. Southern Regional Media Center for the Deaf, 1973. Reissued by NCEMMH, 1975. $10.00 Order No. NAC 00949

One color filmstrip; one ten minute audiocassette (audible and inaudible signals), one twelve page booklet.

This filmstrip/cassette kit is designed to introduce teachers to the learning problems of mainstreamed hearing impaired students. It presents information to aid in identifying the disability and in using techniques and media to help the student. "How can you know which one in your classroom hears only part of your speech? Children don't squint their ears."

PHOTOGRAPHY IS A WAY TO LEARN. NCEMMH, 1977. (Price unavailable) Order No. NAC 010261

One color filmstrip, 68 frames; one twelve minute audiocassette (audible and inaudible signals), one sixteen page booklet.

This filmstrip/cassette kit presents basic information on choosing a camera, buying film, and film development to encourage teachers with little knowledge of photography to add a new dimension of experience to their classrooms.

WORKSHOP: CREATING INSTRUCTIONAL MATERIALS FOR HANDICAPPED LEARNERS. University of Oregon, 1974. Reissued by NCEMMH, 1975. $20.00 Order No. NAC 009688

Three audio cassettes; two color filmstrips, one 117 page guide for the workshop leader.

This product has two main purposes - to show teachers how to create materials for teaching handicapped learners, and to guide teachers in selecting, adapting and using commercial materials for educating handicapped children. It is intended for inservice workshops.

NATIONAL INSTRUCTIONAL MATERIALS INFORMATION SYSTEM

(NIMIS) BIBLIOGRAPHIES ARE READY

Thirteen bibliographies of learning resources targeted to the needs of special education have been compiled from the information stored in the National Instructional Materials Information System. The NIMIS bibliographies are listed below in alphabetic order.

A copy of each bibliography was sent to nearly 1,300 local learning resource centers throughout the United States, one of which is probably near you. For the location of such learning resource centers near you, contact your state education agency. (Parenthetic numbers indicate the number of items listed in each bibliography.)

Early Childhood: Activity Books and Resource Guides (59)

Early Childhood Kits (80)

Early Childhood: Psychomotor Skills (31)

Learning Disabled: Number Concepts, Primary Grades (62)

Mildly Handicapped: Consumer Education, Secondary Level (82)

Mildly Handicapped: Reading, Secondary Level (107)

Movement Exploration and Locomotor Skills (23)

Physically Handicapped: Adaptive Devices (76)

Rehabilitation Aids (40)

Reversals (9)

Severely/Profoundly Mentally Handicapped (36)

Trainable Mentally Handicapped: Daily Living and Self Care Skills (153)

Trainable Mentally Handicapped: Protective Vocabulary (21)

The NIMIS bibliographies have been submitted to ERIC; after January 1, they should be available from the ERIC Document Reproduction Service, Computer Microfilm International Corp., P.O. Box 190, Arlington, Virginia 22210. ED numbers are not known at this time.

SELECTED RESOURCES AVAILABLE FROM
THE COUNCIL FOR EXCEPTIONAL CHILDREN

Teacher Idea Exchange: A Potpourri of Helpful Hints. Over 100 teacher tested ideas on instructional materials and techniques presented in convenient card format for easy filing. Reprinted from the popular Teacher Idea Exchnage section of TEACHING Exceptional Children, Vols. 1-7. Index included. $5.00

Working with Parents of Handicapped Children. Southwest Educational Development Laboratory. Designed to help teachers understand and work with parents. Followup suggestions on helping parents to observe in the classroom and supplement activities at home. Information sources, bibliographies. Prototype forms for parent interviews are included. Also available in Spanish. 1976. 46pp. $3.25

(Teaching) Exceptional Children in All America's Schools--A First Course for Teachers and Principals. Maynard C. Reynolds and Jack W. Birch. This textbook is designed for pre and inservice training of regular and special education teachers working as partners to educate handicapped and gifted children. The authors contrast the prevailing practices with preferred approaches for each issue covered in the text. This unique feature serves to clarify and summarize the current trends in the field. Each chapter begins with suggestions for students and instructor on how to develop the topic into a learning unit complete with additional resources and activities. Contents include Assessment, Parents and Planning, Giftedness and Talents, Mental Retardation, Learning Disabilities and Behavior Disorders, Physical and Health Impairments, Emerging Trends and New Partners, Speech Problems, Hearing Impairment, Visual Impairments, Valuable appendices include a roster of organizations and agencies, information and instructional materials centers, and teacher training materials. September 1977. Approx. 800 pp. Clothbound. $15.00

Making It Work: Practical Ideas for Integrating Exceptional Children Into Regular Classes. Edited by Barbara Alello. Model Mainstreaming programs at preschool, elementary, high school levels. Contains how to's for setting up programs. Annotated bibliography of criterion referenced tests. 1976. 122 pp. $5.50

Data Based Program Modification. Phylis Merkin and Stanly Deno. A system that provides a means of evaluating alternative solutions to learning problems by means of charting progress/performance. Goals for individualized education programs focus on behaviors that are necessary for functioning in a less restrictive environment. Special education intervention is systematically described from the initial referral stage through the final evaluation. Document contains sample forms and charts. July 1977. 200 pp. $6.00

Supporting Visually Impaired Students in the Mainstream: The State of the Art. Glenda J. Martin and Mollie Hoben. A question and answer format is used to address the concerns that regular teachers have about including visually impaired students in their classrooms. Model programs and pros and cons of mainstreaming visually handicapped children are covered. Very useful for helping school personnel and community workers overcome their apprehension about working with visually handicapped children. August 1977. 100 pp. $3.00

Hearing Impaired Children in the Mainstream. Jack W. Birch. Delineates basic principles for successful communication techniques used with deaf persons. Useful for regular class teachers, administrators and others in delivering effective education to hearing handicapped pupils in regular classes. Delivery models. 1975. 106 pp. $4.00

Mainstreaming and the Minority Child. Reginald L. Jones and Frank B. Wilderson. Provides insights into teaching, testing, and administering programs for bilingual and other culturally or racially different children. Developed through the Leadership Training Institute for Special Education in Minnesota. 1976. 307 pp. $5.00

Teacher Please Don't Close the Door--the exceptional child in the mainstream. Edited by June B. Jordan. Team approaches to assessment, local and state program planning, and ways to involve all children in the least restrictive environment. Looks at the role of parents, consulting and resource teachers, diagnosticians, regular teachers, the principal. Useful as text-book and training manual. 1976. 144 pp. illus. $9.75

Mainstreaming: Teacher Training Workshops on Individualized Instruction. Barbara Alello. Four inservice teacher training workshops provide 6 hours of training for use with regular class teachers and special educators. Topics include Mainstreaming; Attitudes and Alternatives, Informal Diagnostic Techniques, Prescriptive Teaching Skills, and Something From Nothing. Contents: Guidelines for Workshop leader; 4 simulated learning activities; book, Instructional Alternatives for Exceptional Children by Evelyn N. Deno. $30.00

Also available from Council for Exceptional Children, Closer Look, or Bureau of Education for the Handicapped (contact your local GLRS for the possibility of using this filmstrip or other productions of Council For Exceptional Children.)

Free Appropriate Public Education for All Handicapped Children. Council For Exceptional Children, 1976. Three filmstrips, each accompanied by an audio cassette and printed script. Also included is a text of the law and a ten page question and answer summary. (Each filmstrip is appropriate for a different audience.)

This title page and two pages of examples which follow are from a booklet prepared by CESA 5 teachers. TEACHER MADE MATERIALS is available for school media centers by requesting a copy from

Gloria Frankum
Director, GLRS
225 Fain Hall
University of Georgia
Athens, Georgia 30602

Teacher Made Materials

for Slow Learners and Teachers on Low/No Budget

CESA 5

Gloria Frankum

Blindfold- Mary Rattray

Materials: a blindfold
construction letters

Procedure: Blindfold the child, make a word out of the letters and have the child feel the letters and guess the word. When he names the right word he removes the blindfold.

Teacher is blindfolded and child makes the word.

Drill on Blends (can be used for Initial sounds, Sight words, etc.)- Mary Rattray

Materials: paper plates
catalogs, magazines, workbooks
clothespins
Label Gun

Procedure:

Section off the plate with lines.
Have a picture of a word that begins with a blend. (tree, clock, block, etc.)
Punch out the blends with the Label Gun. Tape each blend to a clothespin.
Child matches the clothespin to the picture. i.e. child matches the cl blend with the picture of the clock.
Turn the plate over and the words are on the back of the plate for immediate reinforcement.

The child then takes the Label Gun and punches out each word. Have the children list of name the words that begin with the blends on the clothespins. See who knows the most words.

Word Cube

Purpose: To review words in a game situation

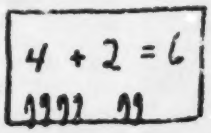
Cover a square kleenex box with tissue paper. Then stick word cards on the cube with freezer tape on the back. Take turns throwing the cube and saying the word that faces up each time you throw it.

Note: You can make students say the word and make a sentence. This "cube" idea can be adapted for computational skills also.

Paper Clip Addition

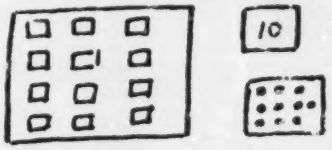
Behavioral Objective: Child forms sets with paper clips on a piece of paper and records the combinations formed.

Teacher or child puts paper clips on the bottom of a piece of of paper forming two sets. The child then writes a "number fact" to go along with paper clips.



Consentration - Jan Williams

Matching numberals to number of objects. The child can pick one orange and one yellow card. The child must read the number and count. The one that gets the most match wins.



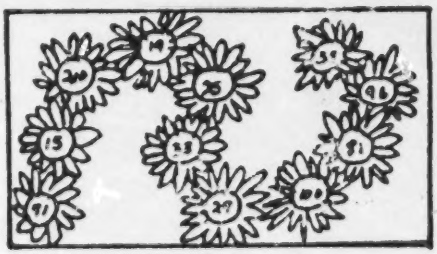
This game can be used with any subject.

Blooming Numbers - Sue Killingsworth

Materials: 1 stiff piece of poster board about 12" x 14".
Magic markers
2 spools
1 dice (counting only up to three)

Objective: The student will be able to correctly read the number on each flower as he lands on them.

Procedure: Draw a chain of flowers with the center being the most obvious part. Draw them in any direction you want but be sure the direction will be clear to the child, like so:



Then, print 2 and 3 digit numbers in the center of the flowers. To play, the child rolls the dice and for example, throws a 2. He moves his spool 2 places. He must correctly read the numeral on the flower. If he misreads the number, he must move back 2 flowers. The first one to reach the end of the chain is the winner.

A New Report from EFL

Legislation and an increased public awareness have generated a national movement to remove architectural and attitudinal barriers that prevent handicapped adults and children from participating in the arts. The contents of *Arts and the Handicapped: An Issue of Access* includes all forms of the arts and all types of handicaps. The publication tells about the latest program, planning and facilities techniques, and describes 130 representative programs in museums, performing and spectator arts centers, schools and colleges, special auxiliary facilities and cooperative interagency programs. Each program is identified with a name and address so that readers can gain further information on topics of particular interest. The report also lists organizations, books and periodicals dealing with arts and the handicapped.

The publication is 5½ x 11, 80 pages, illustrated. Copies are available from Educational Facilities Laboratories, 850 Third Avenue, New York, N.Y. 10022, $4.00 prepaid.

Educational Facilities Laboratories
850 Third Avenue, New York, N.Y. 10022

Please send _____ copies of Arts and the Handicapped: An Issue of Access at $4.00 each.

Ten or more copies cost $3.00 each.

All orders must be prepaid. Make checks payable to Educational Facilities Laboratories, Inc.

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Arts and the Handicapped

An Issue of Access

A Report from Educational Facilities Laboratories and the National Endowment for the Arts

A New Report from EFL

84

BIBLIOGRAPHIES:

SELECTION SOURCES

AND

RECOMMENDED RECENT TITLES

June Cawthon
Library-Media Department

SUGGESTED SELECTION SOURCES

With the enactment of Public Law 94-142, educators have become aware of the responsibility of including the special child in the mainstream of the educational process. To identify and select materials to be used by the children as well as those working with them, librarians/media specialists may find the following sources helpful:

BIBLIOGRAPHIES

American Printing House for the Blind. Catalog. Annual. Free (American Printing House for the Blind, P.O. Box 6085, Louisville, Kentucky 40206)

Provides information on materials being printed or produced for the partially sighted.

Catalog of Large Type Material. National Aid to Visually Handicapped. Annual. Free.

Includes textbooks for common school subjects at all age and grade levels as well as selected fiction, usually classics. Lists large print publications from commercial publishers whose books meet NAVH standards and criteria.

Early Childhood Curriculum Materials: an Annotated Bibliography, compiled by Gloria Harbin and Lee Cross; edited by Carolyn Mears. Walker, 1976. $6.95 pap.

This bibliography has been compiled to provide an overview of the purpose and the content of commercially distributed curriculum programs that can be used with young children and can be adapted for use with young handicapped children.

Films for Special Education, by John L. Tringo. New England Special Education Instructional Materials Center. Boston University, Boston, MA. 1972.

A comprehensive list of 500 films available for teachers, clinicians, parents, and others concerned with the education of handicapped children. Arranged by subject then alphabetically by title.

Large Type Books in Print. 2d ed. Bowker, 1976. $15.50.

Subject-arranged listing of 2552 books reproduced in a larger type than the original for easier reading by individuals with visual impairments. Adult trade books, children's books, and el-hi text-books are included.

Learning Disabilities, Catalog 85. Special Education Materials, Inc. (An affiliate of G. E. Miller, Inc., 484 S. Broadway, Yonkers, N.Y.) 1976.

A selection of quality tested materials to give assistance in special education or learning disability programs.

NICEM Indexes. National Information Center for Educational Media. University of Southern California, University Park, Los Angeles, Cal. Annual.

Non-print media in various formats may be located under subject headings such as "Education," "Guidance and Counseling," and "Health and Safety."

Subject Guide to Children's Books in Print. Bowker, 1969- Annual. $28.50.

Lists 39,000 juvenile titles under 8300 subject headings based on the Sears list. Books appropriate for special children's needs may be located under subject headings such as "blind," "deaf," etc.

Other helpful bibliographies are listed in Margaret I. Rufsvold's Guides to Educational Media. 4th ed. American Library Association, 1977.

GENERAL SOURCES

Dill, Barbara E., ed. Children's Catalog. 13th ed. Wilson, 1976. $45.00

Titles may be located through the index under such headings as "mentally handicapped children," "physically handicapped children," "blind," "deaf" etc. Materials may be located in the same way in both the Junior High and Senior High School Library Catalogs.

Gillespie, John T. and Lembo, Diana L. Introducing Books; a Guide for the Middle Grades. Bowker, 1970. $12.95.

88 books listed under eleven themes reflecting the needs and concerns for the intermediate age group. Introducing Books will aid in many individual counseling situations, both with the promising gifted reader and with the less proficient reader.

Gillespie, John. More Juniorplots. Bowker, 1977. $11.95 tent.

This sequel to Juniorplots includes 72 titles for young people, ages 11-16 arranged according to nine basic behavioral themes such as "understanding physical and emotional problems," "developing a healthy self-image," "understanding social problems," etc.

Greene, Ellin. A Multimedia Approach to Children's Literature; a Selective List of Films, Filmstrips and Recordings Based on Children's Books. American Library Association, 1972. $4.00 pap.

Designed as a buying guide to a quality collection of book-related non-print materials for use with children. Its purpose is to assist librarians and teachers who wish to introduce a story or book in non-print form to locate appropriate material quickly.

Johnson, Ferne. Start Early for an Early Start; You and the Young Child. American Library Association, 1976. $7.50.

The five parts of this work range from the use of "scrounge" materials to topics such as "Learning Experiences with Infants," "Toys That Teach," "Dial a Story" and "Families in Reading."

Nicholsen, Margaret E. People in Books, First Supplenent, Wilson, 1977. $25.00.

Identifies by vocation, field of activity, country and century the subjects of biographies which are recommended for libraries serving any age group - adults, young adults or children. Headings such as "Victims of Blindness," "Victims of Deafness," "Victims of Epilepsy," etc. help identify biographies of the handicapped.

Polette, Nancy. E Is for Everybody: a Manual for Bringing Fine Picture Books into the Hands and Hearts of Children. Scarecrow, 1976. $6.00.

Dispelling the idea that picture books are only for primary grades, the author offers ways to use these books with all elementary and junior high students as well. 147 titles with wide range and interest are summarized and suggested activities are included.

Rice, Susan, ed. Films Kids Like. Published for the Center for Understanding Media, 1973. $5.50 pap.

Selected annotated list of approximately 225 "child-tested" short films and reproductions of the young viewers own artistic responses to their film experiences.

SPECIALIZED SOURCES

Baskin, Barbara H. Notes from a Different Drummer; a Guide to Juvenile Fiction Portraying the Handicapped. Bowker, 1977. $11.95 tent.

The focus of the book is the 400 titles which give insight and understanding about the realities of disability thus easing the integration of such young people into the schools.

Baskin, Barbara and Harris, Karen, ed. The Special Child in the Library. American Library Association, 1976. $9.00

Includes selection of books and materials adapted to the special child's needs, the appropriate utilization of technology, imaginative programming and bibliotherapeutic support.

Bernstein, Joanne E. Books to Help Children Cope With Separation and Loss. Bowker, 1977. $13.95

Lists and annotates more than 400 fiction and non-fiction books for young people which treat themes of separation and loss. The book is divided in three sections: Learning to face separation; Coping with tragic loss, and Who will take care of me?

Dreyer, Sharon Spredemann. The Bookfinder: a Guide to Children's Literature about the Needs and Problems of Youth Aged 2-15. American Guidance Service, Inc., 1977. $25.00

1031 current children's books categorized according to more than 450 psychological, behavioral and developmental themes. Bookfinder.. identifies books to recommend to children who need help in coping with the challenges of life.

Gearheart, Bill R. and Weishahn, Mel W. The Handicapped Child in the Regular Classroom. Mosby, 1976. pp. 221-27.

Annotated listing of books arranged on the basis of the type of handicap. Some of the titles related to adults, others are concerned with school aged children, whereas others relate to animals.

Library of Congress. Division for the Blind and Physically Handicapped. 2d ed. Cassette Books, 1974-1976. 1977. Free

This catalog lists all cassette books produced by the Division for the Blind and Physically Handicapped between 1974 and 1976. It is divided into four main categories: Adult Nonfiction, Adult Fiction, Young Adult, and For Younger Readers.

Library of Congress. Division for the Blind and Physically Handicapped. Magazines in Special Media. 1976. Free

300 magazines produced in media suitable for use by persons who are unable to read conventional print materials. The media included are braille, cassette, disc, large type, moon type and open-reel tape.

Mental Health Materials Center. A Selective Guide to Materials for Mental Health and Family Life Education. 3d ed. Gale Research Co., 1976. $65.00

In addition to details on more than 500 books, pamphlets, films and audio-visuals, there is helpful information on how to use and select materials.

Mid-Continent Public Library (Independence, Mo.) Adult Service Department. The Special Child-Mental Retardation. 1974.

This list was compiled to help meet the needs of those concerned with the problem of mental retardation in the child and the adult: the professional, the parent, the teacher, and the community.

Olympus Research Corp. Instructional Materials for the Handicapped: Birth Through Early Childhood. Olumpus Publishing Co., 1976. $6.95 pap.

Includes educational games and audio-visual materials to be used in the education of handicapped children.

Public Library of Cincinnati and Hamilton County. Exceptional Children's Division, Special Services Department. Books for Mentally Retarded Children. 1973. $.50

Books, tried out with one or more classes of retarded children, are divided into four groups-three groups for the educable mentally retarded ond one for the trainable mentally retarded.

Public Library of Cincinnati and Hamilton County. Exceptional Children's Division. High Interest, Low Vocabulary Reading List. Revised ed. 1976.

A suggested list of books for children who are having reading difficulties. All books listed have been used many times in classes of children with various exceptionalities.

Reid, Virginia M. Reading Ladders for Human Relations. 5th ed. American Council on Education, 1972. $4.50 pap.

Four themes are developed. Within each theme books are arranged by maturity level and then listed alphabetically by author. The aim of the book is to extend sensitivity toward people, their values and their way of living.

Rudman, Masha Kabakow. Children's Literature; an Issues Approach. Heath, 1976.

A reference and guide to critical evaluation of the treatment of issues in children's books. Each chapter, followed by a bibliography, can be used independently from the others.

South Dakota. State Library, Pierre. Play and Learn with Toys and Games. North Dakota Library Notes. April, 1976.

A bibliography of toys and games that teach institutionalized children.

Spache, George D. Good Reading for Poor Readers. Rev. ed. 1974. $5.75 pap.

The books recommended here have been successfully used with reluctant readers. An attempt has been made to point out the many factors which influence children's reactions to books.

White, Marian E. High Interest - Easy Reading. National Council of Te chers of English. 1972. $.95

Divided into topics ranging from mystery and suspense to problems and conflicts, this tool is designed to help the reader who is reluctant, because of lack of ability or inclination, to find interesting books on his reading level.

Withrow, Dorothy E. Gateways to Readable Books. 5th ed. Wilson, 1975.

1000 annotated titles selected to catch and hold the interest of the adolescent reluctant reader. To identify areas of potential interest, titles are arranged by broad subject headings, with the estimated grade level of each book indicated.

Professional periodicals provide book and/or film reviews which are helpful to the selector. Booklist (ALA) for example has a section in each bi-monthly issue entitled "High-Low Reading." Other periodicals including reviews are: American Journal of Art Therapy, Childhood Education, Exceptional Children, Exceptional Parent, Journal for Special Educators of the Mentally Retarded, Journal for Developmental Disabilities, Journal of Learning Disabilities, Journal of Reading Behavior, Our Children's Voice and Special Children.

EXAMINATION CENTERS

Georgia Learning Resources System (GLRS)

Each local GLRS Center has many materials which can be examined or borrowed for use prior to purchase. All materials listed in the State Catalog can be borrowed through an inter-library loan arrangement by the local GLRS and then in turn examined and/or used by local school districts prior to purchasing decisions.

PERIODICAL ARTICLES

Abbye, Sonya. "Learning-disabled Children: Films for Social, Emotional Language and Sensory Needs." Film Library Quarterly, 9, no. 3: 37-43, 1976.

Bennett, Janet M. "Films on Handicaps." Sightlines 10: 4-9, Winter, 1976-77.

Burklow, Mabel B. "Library Services to Mentally Retarded Children." Southeastern Librarian 20: 147-155.

Champlin, John L. and Champlin, Constance Joyce. "Telling Simple Stories with Retarded Adults." Catholic Library World 48: 322-7, March, 1977.

Julitta, Sister Mary and Sister Michadla. "A List of Books for Retarded Readers." Elementary English 45: 472-77, April 1968.

Lawson, Patricia. "High Interest, Low Reading Level Books: In Search of HILCL." Wilson Library Bulletin 47: 691-96, April, 1973.

Zinck, Ann R. "Books for the Reluctant Reader." Wilson Library Bulletin 50: 722-4, May 1976.

UNDERSTANDING THE SPECIAL CHILD

By Sue Kenney

Since we tend to fear what we do not understand, it is important to have available in the media center materials which will help promote understanding of the special learner and his needs. The selected bibliography which follows includes recent materials for youngsters as well as professionals who will be in contact with these special children. Hopefully these materials will help fellow students, teachers, and others in the school to better understand the special learners in their midst.

BIBLIOGRAPHY

Albert, Louise. But I'm Ready To Go. Bradbury, 1976. 230p. Gr. 6-9.
A touching story of a teenage girl who has a learning disability and her keen awareness of being "different."

A Blind Teacher in a Public School. (16mm film) Produced by Henry Felt and David Ticchi. International Film Bureau, 1976. 23:30 min., sound, color. Rental $17.50. Gr. 11-Adult.
Seventh-grade English students have a blind teacher from whom they derive many benefits besides learning English.

Brancato, Robin. Winning. Knopf, 1977. Gr. 7-10.
High school senior Gary Madden becomes paralyzed from the waist down from a football injury. The main thrust of the story deals with Gary's mental anguish as well as the effects of his condition on his parents, his frineds, his girlfriend, and the recently widowed young English teacher who helps Gary come to terms about his condition while at the same time helping herself to deal with her grief over the death of her husband.

Brown, Roy. Find Debbie. Seabury, 1976. 160p. Gr. 6-10.
The disappearance of psychotic Debbie provides insight into attitudes toward mental illness and forms the background for this suspense story.

Charlip, Remy. Handtalk; An ABC of Finger Spelling & Sign Language. Parents Mag. Press, 1974. unp. Gr. 3-5.
Color photographs of models using the finger signs of the deaf. Shows the alphabet and words beginning with letters of the alphabet. Especially appealing.

D'Ambrosio, Richard Anthony. No Language But a Cry. Doubleday, 1970. 252p. Gr. 10-Adult.
A compassionate account of D'Ambrosio's work with a twelve-year-old autistic girl who was brutally abused as a younger child by her parents.

Forrai, Maria S. A Look at Mental Retardation. Photographs by the author. Text by Rebecca Anders. 36p. Gr. K-2.
Photographs with simple, honest text to aid in the understanding of mental retardation.

Forrai, Maria S. A Look at Physical Handicaps. Photographs by the author. Text by Margaret Sanford Pursell. Lerner, 1976. 36p. Ages 4-7. (Lerner awareness series).
A clear presentation with black and white photographs of physical handicaps for the very young child.

Families in Crisis (Kit). Coronet Instructional Media, 1976. Gr. 7-12.
Eight sound filmstrips showing true accounts of actual families dealing with such personal problems as divorce, death, handicapped children, money problems, care of the aged, and other family problems.

Get It Together. (16mm film) Produced by Herman S. Saunders and Richard A. Miner. Pyramid Films, 1977. 20min., sound, color. Rental $35.00. Gr. 10-Adult.
A recreational therapist working with handicapped people, Jeff Minnebroker, who is also physically handicapped, shows a determination to maximize what he has through creativity and adaptation. A 1977 American Film Festival Blue Ribbon winner.

Heide, Florence Parry. Growing Anyway Up. Lippincott, 1976. 128p. Gr. 5-7.
A perceptive story of a withdrawn and disturbed child shunned by everyone until she finds a link with the world through her Aunt Nina.

Hill, Archie. Closed World of Love. Simon & Schuster, 1977. 136p. Adult.
Hill's touching account of how he came to love his retarded stepson.

It's Okay to be Deaf, Denise. (16mm film) Produced by Karen J. Whitfield for the David T. Siegel Institute for Communicative Disorders of Michael Reese Medical Center and the Ear Research Institute, Los Angeles. (Viewfinders, P.O. Box 1665, Evanston, Il. 60204). 1976. 28 min., color, sound. Rental $30. Adult.
This film focuses on the frustrations of one deaf child and her parents' efforts to help her. A captioned version of the film is also available.

Konigsburg, E. L. Father's Arcane Daughter. Atheneum, 1976. 118p. Gr. 5-9.
Caroline, kidnapped and believed to be dead, reappears after a seventeen-year absence and helps relieve her halfbrother of the burden of caring for his mentally retarded sister much to the resentment of her stepmother.

Lewis, Richard S. The Other Child Grows Up: A Moving Account of the Battle and Triumph Over Learning Disabilities. Quadrangle, 1977. 288p. Adult.
Updating his earlier book The Other Child (1951; Rev. ed., 1960), Lewis examines the situation today for brain-injured and learning-disabled children and their chances for pursuing a normal life. He sees the trend of mainstreaming these children into regular classes as the best way to provide success for future progress.

Litchfield, Ada. A Button in Her Ear. Illustrated by Eleanor Mill. Whitman, 1976. 28p. Gr. 2-3.
Angela heard people say such strange things until medical tests showed she needed a hearing aid.

Little, Jean. Listen for the Singing. Dutton, 1977. 215p. Gr. 5-8.
Anna Solden, a high school student, frustrated by extremely poor eyesight coupled with impatient teachers at school, nevertheless brings a special sensitiveness in reaching through her brother's self-imposed shell when he returns home from war blinded.

Long, Kate. "Johnny's Such A Bright Boy, What A Shame He's Retarded." Houghton, 1977. 361p. Adult.
Long elaborates on one of Lewis' points (The Other Child Grows Up) in promoting the idea of mainstreaming of mentally retarded children into the normal classroom.

MacCracken, Mary. Lovey: A Very Special Child. Lippincott, 1976. 189p. Gr. 8+.
As a teacher of emotionally disturbed children, the author tells of her success in working with Lovey, a very special child.

Melton, David. A Boy Called Hopeless, by M. J. Independence Press, 1976. 231p. Gr. 6-9.
A story of a brain-damaged child as seen by his older sister.

Parker, Richard. He Is Your Brother. Nelson, 1976. 98p. Gr. 5-6.
Eleven-year-old Mike shares in the rehabilitation of his autistic brother, and learns about love in the process.

Resnick, Rose. Sun and Shadow: The Autobiography of a Woman Who Cleared a Pathway to the Seeing World for the Blind.
A success story of how one person lived with her blindness.

The Retarded Child. (Filmstrip) A Windmills Ltd. Production. Western Psychological Services, 1976. 2 filmstrips, 2 cassettes, 1 book, 1 guide. Adult.
Geared for parents of retarded children to aid in their understanding and acceptance of retardation in their children. Describes diagnosis, causes, types, and degrees of retardation. Based on Arthur A. Attwell and D. Ann Clabby's book The Retarded Child: Answers to Questions Parents Ask (Western Psychological Services, 1975), which accompanies the filmstrip, this production offers a great deal of insight through revealing photographs of retarded children in their home and school environments.

Rodowsky, Colby F. What About Me? A Novel. Watts, 1976. 137p. Gr. 6-9.
Living with a mongoloid brother brings out love/hate feelings in fifteen-year-old Dorrie.

Rothenberg, Mira. Children with Emerald Eyes. Dial, 1977. 352p. Gr. 11-Adult.
Therapist Rothenbert's accounts of her work with autistic, disturbed and delinquent children dramatically pointing out the potential of these "hopeless" children, and the direction successful therapy should take.

Smith, Doris Buchanan. Kelly's Creek. Illustrated by Alan Tiegreen. T. Y. Crowell, 1975. 71p. Gr. 4-6.
Nine-year-old Kelly with a physiological malfunction inhibiting coordination finds acceptance from a college boy studying marsh life--a hobby that not only fascinates Kelly but gives him confidence to try seemingly impossible physical tasks.

Spencer, Zane and Leech, Jay. Cry of the Wolf. We minster, 1977. 144p. Gr. 5-9.
Surviving an accident in which his father was killed, Jim, who is now unable to walk due to his guilt, returns to the family ranch in moody silence. Not until a wolf pack attacks the prize mare and her foal does Jim turn his inward rage outward. All alone on the ranch at the time, Jim forgets his own misery and comes to his feet to save the mare and her foal.

Swarthout, Glendon and Kathryn Swarthout. Whales To See The. Illustrated by Paul Bacon. Doubleday, 1975. 121p. Gr. 4-6.
The experiences of a class of neurologically damaged twelve-year-olds on a field trip where they meet a group of "normal" twelve-year-olds also on a field trip.

Understanding the Deaf. (16mm film) Produced by Portafilms. Perennial Education, 1977. 21min., color, sound. Rental $30. Gr. 8-Adult.
The setting of this film--primary through high school classes for deaf children--enables viewers to learn about instructional methods used with the deaf while growing in awareness of the obstacles deaf children must overcome in order to learn. The film also conveys the message that deaf children, like all children, have unique personalities and require friendship and understanding.

Wolf, Bernard. Connie's New Eyes. Photographs by the author. Lippincott, 1976. 95p. Gr. 5-7.
A documentary story of a seeing-eye dog and its first mistress, Connie, a young school teacher working with handicapped children.